



Library Connect

Partnering with the Library Community

newsletter

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Theme: eLearning

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Welcome

Dear Colleagues,

Like it or not, the transition to eLearning is occurring at a rapid pace. Our children are growing up with eLearning and, indeed, are being called "digital natives." College students can barely remember living without computers and may well be making decisions about which courses to take or programs to enroll in depending on to what extent the offerings comprise distance learning or can be taken virtually.

Adults in the workforce, with an eye to advancing their careers, are exploring credential and certificate options not even dreamt of 10 years ago in terms of availability and accessibility — all made possible by our online world. Around the globe, students previously facing educational limitations imposed by geographic proximity to schools and instructional centers are today finding ever-expanding choices.

Many of us in the information industry (even those of us considered "digital immigrants") are deeply involved in figuring out how to shape eLearning options and how best to help students connect with and get the most benefit from distance learning initiatives.

In this issue you will find articles and quotes from Elsevier colleagues and information professionals writing about the latest developments in, and experiences with, eLearning. Here you'll find informative articles addressing Elsevier's offerings in the area of vocational or career development eLearning, aimed at helping adult learners gain credentials or certificates. In this issue's HTML version, you'll find three articles making up the first installment of Library Connect's new "Next Gen" section. Isn't it fitting, while talking about eLearning, to hear from Next Gen librarians Erika Bennett, Megan Curran and Guofu Qian discussing the subject? (You can see their fulltext articles at www.elsevier.com/libraryconnect.)

We trust this issue delivers news and inspires discussion. That's enough said. Best wishes for an enjoyable read.

Regards,

Sebastian Vos, Vice President, eEducation Health Sciences, Elsevier, Philadelphia, PA, USA



Sebastian Vos

S&T books now available via CourseSmart

Through a new partnership with CourseSmart, Elsevier is making science and technology eTextbooks available to academic institutions. CourseSmart ensures textbook content is available where college and university students and faculty can readily access it — online and integrated with other course resources.

CourseSmart also helps address student and faculty concerns about the rising cost of course materials. Participating publishers establish their own eTextbook prices which are typically below prices for new or used print textbooks. By buying eTextbooks via CourseSmart, students can benefit from cost savings without having to recoup money by reselling print books at the end of the semester. CourseSmart allows faculty to review and compare textbooks in specific disciplines without the time, cost and environmental impact of getting print exam copies by post. Currently Elsevier is making 30 textbooks available via CourseSmart. As the trial progresses, results and developments will be announced. **LC**

www.coursesmart.com



Library Connect podcasts launch!

Find interviews with newsmakers including medical illustrator Dr. Carlos Machado, journal editor Suzie Kardong-Edgrin and university professor Carol Tenopir at www.elsevier.com/librarians/multimedia.



Associate Marketing Manager for Nursing & Health Professions Journals Megan Curran (on the left) records a podcast with Suzie Kardong-Edgrin, the editor of the new Elsevier journal *Clinical Simulation in Nursing*.

Tsinghua University Library case study: Developing a virtual learning environment

By Lin Jia and Wang Yuan, Reference Librarians, Tsinghua University Library, China

Tsinghua University Library is among pioneers providing virtual learning environments (VLE) in China.

In 2000, the library developed the Document Information Retrieval network teaching platform, which many other Chinese university libraries have since used. Since then, we've developed a virtual learning environment that provides distributed learning — available any time and any place.

Our library's website serves as an integrated platform and the main portal for our university's eLearning environment. On our website, resources are accompanied by clear and simple descriptions, helping users find needed materials. During recent years, Tsinghua University Library has developed many kinds of online learning materials, e.g., a freshmen guide and topic-focused lectures and courses. Each semester, we update the materials and add new topics based on users' needs. To make tutorials better, we cooperate with vendors. For example, in collaboration with Elsevier colleagues, we created a ScienceDirect tutorial. This year we're beginning to provide online videos of lectures — videos featuring not only slides, but also speakers' voices and images.

Now, given the rapid development of network technology, we're making every effort to develop a more effective and powerful VLE to meet the needs of various types of users, especially the "Digital Generation." We're beginning to combine online teaching with onsite teaching by using the university's Network Study Room, where we share curriculum resources (such as software, presentations and related materials). Here, students can submit homework and questions or generate discussions and get feedback.

eLearning can help students become active learners, and libraries should play a greater role in this process of transformation.

Researchers and students have responded well to our online learning materials. Commenting on his daily use of databases, PhD candidate Zhao Xiaofan said, "I access frequently the library's online tutorials to get to know particular platforms better, learn about their latest functions and improve my searching efficiency. Online trainings and lectures are very convenient for me. eLearning helps me gain more from teaching and studying."



Tsinghua University Library is playing a lead role in developing the university's VLE. Starting in 2008, it's offering videos showing instructors delivering lectures.



Tsinghua University Library collaborated with Elsevier to produce a ScienceDirect tutorial, shown above. Available to authorized users, the tutorial is accessible via the library's website at www.lib.tsinghua.edu.cn/english.

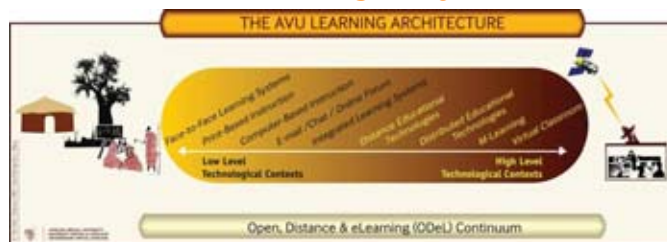
The development of computer and network technology is changing education and liberating the teaching and learning process from the physical environment (e.g., classrooms, laboratories). As our university's provider of information resources and teachers of information literacy, we at Tsinghua University Library know our users are looking forward to greater participation in the virtual learning environment. And we have just begun in figuring out where to go with further developing our VLE.

eLearning can help students become active learners, and libraries should play a greater role in this process of transformation. **LC**

www.lib.tsinghua.edu.cn/english

Dr. Bakary Diallo explains how the African Virtual University is furthering higher education through hybrid offerings

Higher education in Africa, as in many developing areas, faces obstacles unique to its geographic context. In Africa, such obstacles range from power outages to special challenges specific to postwar zones. However, also in Africa, innovative organizations like the African Virtual University are helping overcome obstacles to learning by connecting learners with access to higher education. AVU collaborates with partners across the globe to enhance the open distance and eLearning capacities of higher-education institutions throughout Africa.



As you can see from this AVU website screenshot, the AVU Learning Architecture takes into account even those students who are obliged to learn under the shade of a tree!

The HTML version of this newsletter issue features an interview with AVU Rector Dr. Bakary Diallo describing his vision and strategy for providing hybrid educational opportunities, including eLearning and in-person offerings, to Africans. **LC**

www.avu.org

Online Extra

Read Dr. Diallo's fulltext interview at www.elsevier.com/libraryconnect

Talking with a library lobbyist about “selling the library”

Earlier this year, I had the great pleasure of meeting Jason Kramer, the executive director for the New York State Higher Education Initiative, an association of the state's public and private academic and research libraries. Jason brings a skillset not often taught in library school and a practical perspective on growing the impact and influence of libraries in today's society.

— Chrysanne Lowe, Vice President, Global Customer Marketing, Elsevier, San Diego, CA, USA

Chrysanne Lowe: Jason, please tell us a bit about your background.

Jason Kramer: Let me start by telling you what isn't in my background. I am not a librarian, researcher or businessman. My background is in politics. I've had a few policy research and management positions, but my real experience is in government relations, public affairs and political communications.

In terms of practical experience, what does that mean?

I have worked on and run many campaigns. I have lobbied legislators; worked with the media; courted donors; written speeches; created TV, radio and print ads; and so on. All of this is a fancy way of saying I try to influence people. I try to sell them something, like an idea, a piece of legislation or a candidate.

And what are you selling today?

I “sell” libraries to the state government. More specifically, I work to inform education policy makers about the critical role of academic and research libraries to academic enterprise, research and development and our state economy.

In 2007, you became the NYSHEI executive director. Please can you give us an idea of how your role fits into NYSHEI's work?

Founded in 2002, the New York State Higher Education Initiative (NYSHEI) is an association of public and private academic and research libraries in New York. Among our 130+ members are nine ARL institutions. At least in New York, professional advocacy for academic and research libraries is a very new idea. Hiring someone like me is an admission that academic and research libraries must be “sold.” Hiring a professional like me demonstrates the determination of NYSHEI libraries to make certain that key off-campus decision makers understand the value of academic and research libraries — and support them.

Yours sounds like a challenging role.

Selling libraries is both easy and problematic. It is easy in the sense that libraries have no natural predators. No one hates libraries. But while academic libraries have no passionate enemies, too many libraries have cultivated no passionate allies. When I first visited legislative leaders and other key policy makers, I was stunned to learn these people never heard from academic libraries, did not quite know what they were and consequently never thought about academic libraries, including at budget time.

“Achieving your self-interest is often a matter of helping someone else achieve their self-interest.”

Out of sight is out of mind.

Yes. In nearly every way, NYSHEI is starting from scratch. A culture shift was needed, in New York academic libraries and at the state's capital.

How so?

In the political world you are in ascendancy or decline. Competition is part of life. Winning voters is like winning customers or retaining patrons. Every day you must work to earn them and keep them. The moment you stop, someone else will come along to woo them.



How have librarians reacted to this approach?

Most librarians don't view the world in this way. Perpetual competition is not in their DNA. The library is synonymous with stability and longevity. But born from this sense of institution, there's a risk that complacency can set in. Libraries should not wait for students and faculty — their customers — to come to them and they cannot wait for campus and state decision makers to support them.



Jason Kramer

What's the result of this complacency?

In 1996, the New York state government appropriated US \$1.8 million to support academic libraries. In 2007, the state increased its appropriation to academic libraries from the previous year. The result was a return to \$1.8 million. Over those intervening 10 years, costs continued to go up while state support was stagnant or shrinking. This year, as last year, the governor again proposed a cut in funding for academic libraries. What happens is that the libraries find themselves increasingly stressed to acquire the resources needed to fulfill their mission.

So what are you and NYSHEI doing about all this?

NYSHEI's approach is to adopt the notion of libraries as a means to an end, not the end itself. Libraries are wonderful. Everyone likes them, but so what? What good is that in a competitive world of finite budget dollars with hundreds of lobbyists, thousands of organizations and millions of political dollars vying for limited attention? If librarians and their corporate partners want to see library budgets grow, they must identify who can make that happen. Then identify what these decision makers' interests are, and find a way to explain to these decision makers that their needs and libraries' needs are one and the same.

How are you applying these ideas?

The crook Willy Sutton was asked why he robbed banks. He replied, “Because that is where the money is.” In New York, the state budget is growing to \$127 billion. So, in the spirit of Willy Sutton, NYSHEI has turned its eyes to the New York state government. Doing so, we don't talk about “library things.” No one cares about collection size or FTEs or whatever. In the political world, folks do not care about libraries. Instead they care about things like jobs. Jobs support families and communities and create tax revenue. Jobs are what voters want and the voter is the decision maker for the politician.

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How eLearning is helping transform Elsevier

By Joanna Wiles, Senior Acquisitions Editor eLearning, Elsevier, Oxford, UK

The Science & Technology eLearning team for which I work is helping transform Elsevier from serving just as a content provider to achieving recognition as an integrated-training-solutions provider delivering interactive, skill-focused eLearning modules to professionals throughout the world. Through partnering with global societies and organizations and working with key academics and professionals, we aim to help Elsevier become the market leader in focused eLearning.

Why eLearning?

Time is money. A familiar phrase this may be, but increasingly relevant in today's economic climate. With US corporations spending billions on training and education (according to Simba Information, the US corporate training market will reach a value of \$17.3 billion by 2010), individuals and companies are looking for ways to maximize their time and budgets. Elsevier's eLearning products deliver skill-focused, subject-relevant solutions directly to engineers and accountants (and soon IT specialists) through the globe while sparing them the need to spend time and money traveling to off-the-job training.

Here are a few more reasons:

- Continuing Professional Education (CPE) requirements, government regulations and standards compliance require professionals to keep up to date with changes in the way they do their work. There is a high cost for being noncompliant: Compliance gives professionals a competitive advantage.
- 59% of today's community college students in the US work fulltime (Associated Press, 2007).
- In 2006, distance learning was expected to grow 10 times faster than on-campus classes (Burns, 2006).

So what have we done?



Joanna Wiles

ASHRAE eLearning is an innovative electronic professional development and technical training program for the heating, ventilating, air-conditioning and refrigeration (HVAC&R)

industry. To develop the program, Elsevier and the 55,000-member American Society of Heating, Refrigerating and Air-Conditioning Engineers entered into a unique joint venture. ASHRAE eLearning offers a modular learning library providing flexible, skill-focused learning material available for HVAC engineers. This material enables users to earn CPE credits recognized by all US states. By the end of 2008, ASHRAE's eLearning content will have risen to 160 hours, making ASHRAE eLearning the market leader among providers of HVAC-focused eLearning.



In another joint venture, the Chartered Institute of Management Accountants (CIMA) and Elsevier have teamed up to develop over 300 hours of online learning to support CIMA members studying towards professional qualification in management accounting. The result has been CIMAstudy.com, a site providing interactive courses enabling learners to study when and where they want. Available in modular format, the courses on this site can be accessed by CIMA members needing to meet Continuing Professional Education requirements or may be taken by students within the higher-education sector who need to meet accounting education requirements. CIMAstudy.com provides training support better meeting today's professional and academic requirements, especially for learners in parts of the world where face-to-face courses are unavailable.

Time is money. A familiar phrase this may be, but increasingly relevant in today's economic climate.

And what's coming?

2008 will see the expansion of our engineering and accounting programs as well as identification of new markets.

In particular we'll be working with partners in academic institutions to look at ways we can integrate our eLearning content with existing offerings such as eBooks and thus give students and researchers a larger database of structured, focused content.

In addition to our existing partnerships, we have recently begun pilots with the Refrigeration Service Engineers Society who, after using the ASHRAE material, are keen to develop their own member courses. We're also expanding our services to corporate entities who want eLearning courses on their own learning management systems to enhance their internal training offerings.

Within Elsevier's S&T division, we're very excited about the growth of eLearning products and offerings, and we envisage the next few years as bringing a raft of new initiatives in the areas of computing, management and media! **LC**

www.ashrae-elearning.org

www.CIMAstudy.com

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Talking with a society representative about developing eLearning products

In 2006, Elsevier and ASHRAE (the American Society of Heating, Refrigerating and Air-Conditioning Engineers) entered into a partnership to create eLearning products that ASHRAE could offer its members and companies in the same industry. Here ASHRAE Director of Publications and Education Steve Comstock talks about the partnership and its achievements, challenges and results.

Why did ASHRAE decide to partner with Elsevier to develop eLearning products?

To successfully position ASHRAE in the emerging educational product marketplace for the HVAC&R (heating, ventilation, air-conditioning and refrigeration) industry. This marketplace demands that eLearning products be developed in a timely fashion, be accessible globally and provide extensive knowledge. This marketplace reflects instructional characteristics that young engineers are now exposed to in their formal education.

What are ASHRAE's objectives in developing eLearning products?

We have five objectives:

- Convert our existing paper-based educational products and traditional publications to Web-based, on-demand, interactive learning products
- Make available a globally accessible repository of relevant information
- Achieve deeper penetration into the HVAC&R and related marketplaces
- Foster a revenue stream that sustains this activity and supports its future development
- Reach out beyond our membership to the broader HVAC&R community, for example to building operators, architects and technicians

What process are you following to develop eLearning products?

Here are the phases in our process, which is pretty straightforward:

- Establish curricula that can help individuals or employers achieve educational objectives
- Identify the market appeal of learning objects that can be created from our existing publications
- Identify existing ASHRAE products and publications that satisfy market demand and warrant repurposing or the need for new content
- Identify one or more subject matter experts to guide conversion of content into eLearning product content
- Establish and use clear lines of approval as we create the new products
- Get feedback from our sales force and users
- Refine the products as needed
- Establish and implement a marketing plan



There is demand within the manufacturing market for on-demand education.

What are the partnership results so far?

ASHRAE members and staff and Elsevier colleagues have created four courses. Eighteen more are under development and scheduled to launch by the end of 2008. That will total about 160 hours of instruction.

What are the names of the four courses created so far?

We have a fundamentals of HVAC course that is available in separate Imperial and metric unit editions, and more specialized courses on designing new buildings that meet standards for energy efficiency, meeting design standards for indoor air quality and understanding building automation systems. The fundamentals of refrigeration systems is next up.

And now you're creating learning modules?

Yes. Since launching this partnership, we've learned that there is — within the HVAC&R industry — demand for eLearning, but it must be in small bites, targeted to particular issues. Each of the courses we developed takes a learner 25 to 35 hours to complete. However, we've found that engineers don't want to invest that much time for instruction on a subject. Based on that market research, we've reconfigured all the courses so each may be bought as a full course while also being available in a number of self-standing components, each from 2.5 to 4 hours long. This enables an engineer to absorb the content in smaller modules and earn a corresponding number of Professional Development Hours (PDH) in a more timely fashion. Many states now require engineers to earn a set number of PDH on an annual basis to retain their engineering licenses.

Please, can you give some details on Elsevier's role in the partnership?

Elsevier brings four important elements to the partnership. First, the resources to



Steve Comstock

engage in Web-based, on-demand learning are far beyond what ASHRAE could dedicate. Second, Elsevier provides market research that helps us better understand what

our members and others want. Third, Elsevier emphasizes adoption of an adaptive business model and application of metrics that often are foreign to not-for-profits such as ASHRAE. Lastly, Elsevier adds marketing muscle that creates a sales impact outside our traditional market.

What have you learned during this partnership?

Here are several key points. There is demand within the manufacturing market for on-demand education. Manufacturers want to incorporate their own proprietary information into any industry-specific eLearning products. Manufacturers and employers want to give employees access to industry-specific information coming from diverse sources. Any corporation creating eLearning products must focus on ownership of the products' content, use of the company's brand and protection of the company's business interests. Getting these pieces to come together and result in a new revenue stream can be a tall order but is doable.

What advice can you offer to other societies considering creating eLearning products?

Aim to launch with a well-developed plan for content identification, product construction, product delivery and creation of market awareness. Then adapt. There is also one more thing that applies to both Elsevier and the association: Be prepared to learn from the other. Each brings strengths to the partnership. Be open to learning what they are and build them into the product development and sales efforts. The result will be greater than the sum of the individual parts. **LC**

www.ashrae.org

Gaining clarity through inquiry: A case study in using Nursing Evolve eLearning course content

By June MacDonald-Jenkins, RN, BSc, MSc, Learning Technologies Facilitator, Innovation Centre of Academic Excellence, Durham College, University of Ontario Institute of Technology, Oshawa, Canada

You have more students than resources, less space due to growing program sizes and less access to resources due to sharing by multidisciplinary teams. Does this sound familiar? It should, as it is the same challenge faced by hundreds of postsecondary programs around the world.

Is this an insurmountable challenge? Not at all. In fact, 5 years ago I figured out how to overcome this challenge and in the process redefined how the entire classroom experience would unfold, making it more engaging for my students and myself.

I was fortunate to be teaching in the brand-new University of Ontario Institute of Technology/Durham College Collaborative Nursing program. Since its launch, this program in Canada's newest university has featured laptop-based instruction delivery and issued a laptop to each student. To redesign Health Assessment, the course I was teaching at the time and continue to teach today, I needed some "out of the box" thinking.

Overcoming challenges

To overcome the challenge of large class sizes and few faculty resources, I first changed the weekly delivery format from one 4-hour session to two 2-hour sessions. This allowed me to cut the class size in half and accommodate students' learning needs more thoroughly. Next, I had to get 4 hours of content into 2 hours. I realized that it could no longer be about me imparting my wisdom to students and that I needed to make information more accessible to all learners.

The idea to create a hybrid/blended course came from the literature on universal design and adult and distance education. Hybrid formats engage students in the virtual classroom on their own time at their own pace and reinforce and evolve content in the face-to-face setting. To replace the 2 hours cut from in-person sessions, I included virtual class time in the weekly schedule.

To make possible the virtual class time, I worked with our Elsevier representatives and our Innovation Centre of Academic Excellence to create an interactive learning environment housed on our local LMS (learning management system). Fortunately, through its Nursing Evolve products, Elsevier had available learning objects — videos, audio clips and interactive games — that supported the *Health Assessment* text by Jarvis that I and other nursing faculty were using. By adopting Elsevier's ePac that accompanied the text, I created a customized course environment. By using streaming video with audio, I recorded lectures and video demonstrations of lab assignments. Then I placed these recordings on the LMS, so students could watch or listen multiple times if needed. Question sets available through the

ePac enabled me to create prelab quizzes — also uploaded to the LMS — to establish students' knowledge levels coming into the lab environment.

Structuring the hybrid course

Throughout the new hybrid course, I asked students to change their thinking when it came to use of our class time. I challenged them to aim for clarity versus new knowledge and then follow my weekly instructions taking them through interactive learning objects, videos, games and an online lecture. I asked them to complete, prior to our in-person class, evaluations of the material encountered online and identify five questions or concepts they were finding difficult to understand.

Prior to each in-person class, I reviewed the quiz results and the LMS item analysis which identified concepts students understood well and concepts students needed clarification on. For the first 20 minutes of each class, we discussed these points, therefore customizing the learning for that group of students. During the remainder of class time, we engaged in client-focused activities reinforcing the content covered. Case studies created by Elsevier and available via Nursing Evolve

products made for an easy transition into the real-world practice environment. As faculty worked with student pairs or groups at the bedside, students sought clarification for the inquiries they had brought to class, further customizing the learning experience through clarity and inquiry.

Conclusion

It has been 5 years since I helped bring about the first-ever hybrid course delivered at our institute, and this course has changed significantly since its humble beginnings. Streamlining of information and better software applications from Elsevier have made creating an environment of clarity and inquiry possible for any student who is willing to take a "stance of inquiry" and engage far beyond the classroom setting. **LC**

📄 www.uoit.ca 📄 <http://evolve.elsevier.com>

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June MacDonald-Jenkins (on the right) receives from Elsevier eLearning Product Manager Brenda Kirkconnell the Elsevier Canada Learning Resources Award in 2007. It is awarded to faculty who demonstrate excellence in their use of technology-based resources in the teaching/learning environment.

Streamlining of information and better software applications from Elsevier have made creating an environment of clarity and inquiry possible for any student who is willing to take a "stance of inquiry" and engage far beyond the classroom setting.



Librarians Speak Up

How is your library implementing eLearning?



Baocheng Wang, PhD, Subject Librarian, National Science Library, Chinese Academy of Sciences, Beijing, China

Our users are mostly Chinese Academy of Sciences researchers and graduate students. To help them make efficient use of our subscribed electronic resources and services, our library has created video or flash tutorials. These eLearning resources offer tips on topics like how to use search language and how to customize search strategies.

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Dr. Heike Neuroth, Head, Research & Development Department, Goettingen State and University Library, Germany

Our library is supporting the development of eLearning modules created by students from universities in Germany, Austria and Switzerland. The theme of these eTutorials is long-term preservation of digital objects. This activity, connected with the Nestor project in Germany, seeks to establish a network of experts and expertise in digital curation for eLearning. Since 2007, student teams in different universities have been working on modules addressing topics such as long-term preservation of specific data types (e.g., CAD or GIS data).

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Li Qinhe, Assistant Dean, Information Consultation Department, Jiujiang University Library, Jiangxi Province, China

As we're a college library, we seek to enhance our students' eLearning experiences. We ensure our website is accessible and offers needed resources including subject information and links to research institutions' sites. Also we supply materials for Classroom on Our Web, our site offering basic theory and practical skill information for postgraduates taking the course Information Retrieval. Customers feeling puzzled when searching library resources also can benefit from Classroom on Our Web materials.

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Want to see more Librarians Speak Up questions and answers?

Find them at www.elsevier.com/librarians/LibrariansSpeakUp

5 Questions

With Louise Klusek,
Assistant Professor/Head of Reference,
William and Anita Newman Library,
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Louise Klusek

1

As a librarian or LIS professor, how have you been involved in eLearning?

I've collaborated on the development of three tutorials or eLearning modules including the Beginner's Guide to Business Research, the Guide to Financial Statements and the Guide to Research for Oral Presentations. I got interested in eLearning because I was working with faculty in business and communication studies courses and found that our students needed tools they could use to reinforce their learning.

2

What led to the ACRL and MERLOT recognition awarded the two Baruch College online tutorials you helped create?

Last year, the Beginner's Guide to Business Research was selected as ACRL's "Site of the Month" in February and the Guide to Financial Statements received the 2007 Classic Award from MERLOT (Multimedia Educational Resource for Learning and Online Teaching). I think our tutorials were recognized because they were well designed and because they were developed as integral parts of discipline-based courses. They are examples of blended learning, bringing together Web-based or online activities with traditional classroom instruction.

3

What advice can you offer other LIS professionals creating online tutorials?

Spend time planning. Even if you have been teaching a course for many semesters, a needs assessment is valuable. Get input from both student and faculty focus groups. Write clear learning objectives. Most importantly, don't do it alone. Partner with the faculty. Team up with an instructional designer so that you can focus on your role as the content specialist.



Aya Yukawa, Head, Department of Information Management, Waseda University Library, Tokyo, Japan

At Waseda, the School of Culture, Media and Society and School of Humanities and Social Sciences in 2007 started a new course teaching academic reading/writing skills, presentation skills and information literacy skills. This is a required introductory course for first-year undergraduates enrolled in the schools. Campus library staff collaborated with faculty to develop online course materials focusing on information literacy skills and used in this course. The materials are available to registered students using our learning management system.

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Tania Bardyn, Associate Director for Public Services, UCLA Library, Los Angeles, CA, USA

Here at the UCLA Library, we're working towards eLearning environments and understanding how students and faculty acquire digital research literacy at UCLA. I comanage the Technology Learning Center (TLC) at the UCLA Biomedical Library, which recently took one step closer to transparent computing by merging with the UCLA Library's IT department. The TLC provides physical and virtual learning environments for medical, nursing, public health and neuroscience students; curriculum developers; and campus administration. Librarians at UCLA participate in campus projects working towards developing content for online curriculums, including the UCLA on iTunes pilot project and eScholarship Repository.

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Karen Tyrell, Library Assistant, Science Library, University of the West Indies, Mona, Jamaica

Our university's OurVLE online teaching-learning system allows students and lecturers to find information on courses, drop off and pick up assignments, participate in discussions, maintain blogs and more. Library staff help students get familiar with logging onto OurVLE and provide library-focused content available on OurVLE. This content includes instruction on how to utilize effectively our OPAC, quizzes students can take after completing their library orientation, guidelines regarding research and writing methods in general and tips on how to do research for specific courses.

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Next Gen Librarians Speak Up

Here's the question for LCN, 6:4 (October 2008):

"What advanced technology benefits your library the most and why?"

Next Gen librarians, please send answers to libraryconnect@elsevier.com.

4 What should be the library's role in eLearning at academic institutions?

Successful eLearning should be collaboration among teaching faculty, librarians and IT specialists. Librarians should embrace eLearning as another way we can promote information literacy in the curriculum.

5 What trends are important today for eLearning?

In terms of pedagogy, many faculty are moving away from the lecture format and designing courses that support active learning. They are taking advantage of new technology and are able to do so because course management systems are getting more sophisticated. Also, I would watch developments in the use of mobile devices for teaching.

www.baruch.cuny.edu/tutorials/zicklin/research

www.baruch.cuny.edu/tutorials/statements

www.baruch.cuny.edu/tutorials/weissman/oral_presentations/launch.html

Next Gen comes to LCN

Starting with this issue, LCN features the "Next Gen" section. Next Gen contributors to this issue are Erika Bennett, Megan Curran and Guofu Qian. Elsevier Library Marketing Intern Risa Blumlein (herself a Next Gen info pro) has served as the Next Gen editor for this issue. Because this print issue is so full, the inaugural Next Gen section appears online only. Watch future LCN issues for Next Gen articles in print and online. **LC**



Risa Blumlein



Guofu Qian



Erika Bennett



Megan Curran

www.elsevier.com/libraryconnect

HINARI eLearning: Development, current activities and future plans

By Lenny Rhine, eLibrary Training Initiative Coordinator, Librarians Without Borders/ Medical Library Association, USA

In 2002, the World Health Organization (WHO) together with major publishers established the HINARI Access to Research Initiative. This program enables developing countries to gain access to one of the world's largest collections of biomedical and health literature. Through HINARI, over 5,000 journal titles are now available to health institutions in 113 countries.

Since HINARI's inception, to encourage usage of the program's resources, various trainers have conducted hands-on, "train the trainers" workshops in many of the participating countries. For example, this past March, I helped lead a HINARI/Information Resources Workshop in Banjul, The Gambia. Held at a University of The Gambia computer lab, the workshop attracted 25 nurses, physicians, librarians and medical records and computer staff from several institutions. This workshop covered all aspects of HINARI (e.g., website options and participating publishers' portals) plus how to market HINARI and conduct a HINARI workshop. Also covered were search skills and other Internet-based health resources that are relevant in a low-income country environment.

In the spring of 2007, to reach individuals unable to attend in-person workshops or needing further training, HINARI trainers developed an email version of a typical in-person HINARI workshop. For the email course, existing HINARI training modules (PowerPoint presentations and Word workbooks) were adapted into modules available as Word documents. Like the original modules, the new ones contain text, graphics and exercises.

Conducting a HINARI training via email is fairly low-tech. Modules are attached to messages and emailed to participants who must complete the exercises within 10–14 days. Participants can download the files and complete the assignments when they have time and Internet access.

The email course first ran from March to June 2007, when 14 individuals completed the program. Staged again from October to December 2007, the course reached 25 participants from Africa and South America. We're currently conducting a third

course in the WHO Western Pacific Region with 35 students and two instructors.

By September 2008, we plan to upgrade the method of course delivery by creating a dynamic eCourse using Moodle, a free, open-source software package for online courses. We hope that this version will supplant the current low-tech means of delivery although the email course may still be necessary for sites with limited bandwidth or unreliable Internet access. **LC**

www.who.int/hinari/en

www.who.int/hinari/training/en



(Top photo) Lenny Rhine (on the left) gives a HINARI training.



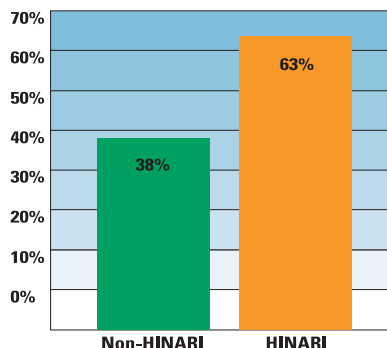
(Bottom photo) Gambian academics and Lenny (in the center) take a break during a recent HINARI training.

Nations participating in HINARI see rise in article output

By Dr. Andrew Plume, Senior Publishing Information Manager, Research & Academic Relations, Elsevier, Oxford, UK

Elsevier collaborates with other scientific publishers and organizations including the World Health Organization to provide developing nations with free and low-cost access to scholarly research. This access is provided through programs including HINARI, AGORA and OARE, three UN-sponsored programs.

The HINARI Access to Research Initiative brings together the world's leading publishers to enable countries with the fewest resources to build their scientific capabilities and solve key challenges, such as disease control. A recent impact analysis that I conducted shows that researchers in



2002-2006 growth in authors publishing in international peer-reviewed journals

countries with HINARI access have been publishing their findings in international peer-reviewed journals at a rate well over the increase seen in the rest of the world.

When looking at the number of authors publishing in international peer-reviewed journals over the period 2002–2006, we see 38% growth for non-HINARI countries but

63% growth for those signed up to HINARI. When looking at the number of authors publishing in international peer-reviewed journals over the period 1997–2001, we see a growth rate of 20% for both sets of countries. To arrive at these conclusions, I examined counts of authors from each country and year.

As HINARI — launched in 2001 and providing journal access since 2002 — matures, it's important to investigate the program's impacts. Research into exactly how nations, researchers and research itself are benefiting from programs such as HINARI is a critical element of assessing the programs' success. As we here at Elsevier take a closer look at the impacts of programs like HINARI, we'll continue to share the results. **LC**

<http://libraryconnect.elsevier.com/lcp/1101/lcp110101.html>



Academics are enthusiastic about how online books contribute to researcher productivity

By Stephen Cawley, Solutions Marketing Manager,
A & G Products Group, Elsevier, Amsterdam, The Netherlands

Online book research is fast becoming standard in the academic world. Information professionals — working for publishers, libraries or other information providers — are keen to get a better look at how and why researchers and educators are using online books. With better understanding of user behavior, we can improve products, services and customer support.

Most of us might agree that finding book content online can help reduce research time, physical obstacles and paper waste. But how exactly are academics using online books, such as major reference books, handbooks, book series, monographs and textbooks? And what do academic colleagues view as the real benefits of online books over their print counterparts?

To gain understanding of how online books are used within the context of the academic researcher's and educator's workflow, Elsevier recently interviewed 12 academics from research institutes and universities around the world. A summary of the results is available in the new white paper "The Role of Online Books in Supporting Academic Researcher Productivity; Integration of Online Books into the Scientific Workflow."

Perhaps not surprisingly the researchers questioned were enthusiastic about the benefits of online books. Regarding specific benefits of online books over their print counterparts, these researchers pointed to access available independent of time and location. Additionally, respondents commented that they liked online books because of the cross-referencing between multiple

venues, federated searches and links, links, links — the ability to take advantage of what one respondent called "dynamic ping-ponging." One of the academics consulted for the paper, Dr. Richter, with the Max-Planck Institute for Evolutionary Anthropology in Germany, stated, "The obvious benefit is that these resources can be linked, so when I read something online, I can see the reference and I can immediately link to it."

When it comes to how academic researchers are using online books, respondents indicated they're primarily using online books to browse or delve into new subject areas and prepare course materials. Respondents pointed to using online books just as they might use print books, to gain foundational knowledge in specific areas. Another

researcher interviewed for the project, Anastasios Sofiadis, a PhD candidate with Karolinska Institutet in Sweden, commented, "Books set the foundations on which one starts building one's expertise in a certain field. Books usually provide fundamental knowledge in one's field. I consider books with extensive lists of references; they provide me with a broader spectrum of knowledge. Then I'm ready to go deeper."



Per the 2007 Elsevier research, browsing or delving into new subject areas and preparing course materials comprise academics' primary uses for online books.

Above all, the interviews revealed that online books are playing a significant role in supporting researcher productivity and academics appreciate the value of an integrated platform like ScienceDirect which offers books and journals.

The publication of the white paper coincides with ScienceDirect passing the important milestone of having over 10,000 online books on its platform. ScienceDirect now includes the eBooks 2008 collection covering 19 subject areas; 10 new book series; and book series backfiles encompassing 63 Elsevier book series back to the first volume of each. **LC**

www.info.sciencedirect.com/content/books

<< page 3

How is NYSHEI talking about libraries and jobs?

We speak of libraries as not holding books and periodicals, but information resources. We're cultivating the idea of libraries as a vital information infrastructure, as necessary for economic advances as power utilities are for manufacturing. Information resources are the raw materials of research. We talk about creating a

statewide information infrastructure which will power innovation and lead to patents and licenses, revenue and jobs. We argue that our information infrastructure will support faculty research, thus making recruitment of top-shelf talent more likely. This is not revolutionary thinking. But it needs to be spelled out. Academic and research libraries connect campus and state decision makers to the things they want. We are the means to their end, and therefore worth an investment.

Your work may not be revolutionary, but it is impressive. I hope Elsevier can help you in this endeavor.

We at NYSHEI are thankful to have partners like Elsevier to face this challenge with. Everyone has an interest — NYSHEI, the state government, campus presidents, Elsevier and other publishers, and librarians and researchers. Achieving your self-interest is often a matter of helping someone else achieve their self-interest. **LC**

www.nyshei.org

Rights Spot

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



Helen Gainford

Q: How can I include digital articles or books in online course packs?

A: More and more universities are putting course material online rather than making multiple print copies.

If you want online course packs to feature links to Elsevier material, remember:

- Each course pack must be on a site only accessible by students registered for the involved course.
- Even though you are not making physical copies of an article or book content, permission may still be required!

If your institution has a current subscription to Elsevier-published digital articles or books, without asking further permission, as an academic instructor or faculty member at a noncommercial institution you can include in your course packs links to that material. This is the case whether academic-credit courses you teach involve in-person instruction or distance learning.

If you don't have a subscription to the needed Elsevier material, you can still get permission (and you'll need to pay a fee which is based on the number of students taking the involved course).

- If you're with a US institution, request permission and pay via the Copyright Clearance Center's pay-per-use permissions service: www.copyright.com.
- If you're outside the US, request permission and pay using Rightslink: www.elsevier.com/authors/askpermission.
- If you want to use Elsevier book content, complete and submit our form: www.elsevier.com/permissions.

Some instructors prefer to use third parties such as Xanadu (www.xanadu.com) to clear permissions and organize digital content on their behalf. **LC**

🔗 www.elsevier.com/copyright

🔗 www.elsevier.com/librarians/rightsspot



ELSEVIER

TrainingDesk Flash

Elsevier's Global Customer Marketing Team offers practical assistance information

This issue introduces the TrainingDesk Flash, a new column by Elsevier colleagues including account development managers. To suggest a question to appear in this column, please write to libraryconnect@elsevier.com.

Q: How can I use tags to enhance eLearning?

A: Tags are user-added descriptive metadata such as keywords. Keyword tagging can facilitate content delivery, as well as collaboration and interaction. Librarians, instructors and learners can participate in tagging.

Keyword tagging can facilitate content delivery, as well as collaboration and interaction.

Tagging allows librarians and instructors to identify preferred resources such as peer-reviewed journal articles and authoritative Web pages and so help spare learners from information overload and direct them to needed and reliable information. Viewing learners' tags helps librarians and instructors better understand student comprehension and can lead to insights useful in design of new eLearning offerings.

Tagging forces learners to reflect on information sources and summarize their main ideas. Sharing tags encourages learning and collaboration; viewing others' tags helps learners expand their knowledge and encourages learners to participate in discussion.

Here are some tips on how to use tags to identify records and create relationships between records accessible via eLearning systems:

1. Create some standardized tags to be used by learners. The standardized tags should include not only a description of the content but also metadata such as document type, year and author. These tags will enable learners to identify information sources and will also encourage learners to avoid subjective tags which describe opinion rather than content.
2. Encourage learners, when tagging, to use the ranking and comments areas to express their opinions on specific sources and ask them to rank and comment on their peers' tagged sources. This will ensure active participation and collaboration between learners.
3. Teach learners how to use tags to describe keyword-indexed journal articles and so create content-specific descriptive metadata. This will create relationships between articles and reveal multidisciplinary trends.
4. Share tags to expand the learning network. Including instructors and learners from other institutions can enhance learners' experience and expose them to research done around the world.

Want more details on using tags? Take the automated tutorial "Tags for Knowledge" at www.trainingdesk.elsevier.com/topic-tags/index.asp. **LC**

🔗 www.trainingdesk.elsevier.com

Librarians say Elsevier Connect Days help demonstrate the value of libraries

By Xiaoling Kang, Training Executive,
Elsevier, Beijing, China

During recent years, while staging Library Connect seminars in China, we've heard from students that they want information on how to get published, we've heard from graduate students and faculty that they want tools to help them find their next research partners, and we've heard from librarians that they want more tips on how to promote effective use of online resources and get the word out about valuable library resources.



HIT students enjoy ScienceDirect and Scopus trainings during the Elsevier Connect Day at the institute.

So, to help meet the information needs of a wider range of users and help academics gain a fuller understanding of the STM publishing cycle and how it works in practical terms, academic librarians and Elsevier colleagues in China have been teaming up to stage Elsevier Connect Days, a new kind of event. During each Elsevier Connect Day, students, researchers, librarians, authors and editors can gain practical information particularly suited to their needs.

Supporting all stages of an academic career

By participating in an Elsevier Connect Day or various sessions held during the day, attendees can gain more knowledge about STM publishing and resources available to support an academic during all stages of a career. For example, a student now using a library's digital resources may soon become an author who wants to submit papers to Elsevier for possible publication and may some day become an editor for a scientific journal. By participating in an Elsevier Connect Day, this student can choose sessions suiting her or his information

needs and offering practical assistance to help in career development.

During each Elsevier Connect Day, the hosting library promotes its digital resources and services and communicates with and gets feedback from library users. Participants' questions are not limited to Elsevier products and cover many aspects of library services. Reference librarians onsite during the day are able to reply at once, giving explanations or helping users solve their problems.

Already this year, Xidian University, Harbin Institute of Technology and Zhengzhou University have staged Elsevier Connect Days. These events have attracted more than 600 students and researchers participating in training sessions, about 200 librarians from more than 50 universities participating in Library Connect Librarian Workshops, more than 50 editors participating in Editor Workshops and hundreds of students visiting Elsevier booths set up on the campuses.

Addressing different needs from students' to administrators'

Events and activities focusing on different topics and reaching different audiences unfold during an Elsevier Connect Day. For example, an Elsevier Connect Day here typically includes:

- A meeting involving the host university's president and library head plus Elsevier's CEO for China
- A Library Connect workshop for librarians
- A workshop for editors
- A "Scientific Paper Writing and Submission Skill" training for authors
- ScienceDirect and Scopus product trainings

Demonstrating the value of the library

Though the Elsevier Connect Day is a new kind of event, it has already received positive comments from librarians, researchers and users.



Preceding the Harbin Institute of Technology Elsevier Connect Day, HIT Vice President Han Jiecai (on the left) meets with Elsevier China CEO Sharon Ruwart.

Li Shen, a reference librarian with the Harbin Institute of Technology, wrote: "The Elsevier Connect Day at the Harbin Institute of Technology was very successful. We did a lot of preparation with Elsevier colleagues. Our university president also gave us strong support. As a librarian, I participated in the Library Connect Librarian Workshop in the morning, which attracted more than 30 librarians from other universities in Harbin. The content of this workshop was abundant and helpful. During the same time slot in the morning, an editor workshop was held for more than 20 academic journal editors. Elsevier publishing department colleagues gave very excellent presentations. In the afternoon, trainings were arranged for researchers and end-users. The venue was full of active and passionate participants. Overall, this Elsevier Connect Day really impressed us and all participants. It is a great idea to put a series of events together in one single day. The Elsevier Connect Day helped put up a bridge between the library and users. It helped librarians, faculty and students a lot."

And, after participating in an Elsevier Connect Day or just hearing about it, some librarians have invited us to hold such an event at their universities. We're happy that Elsevier Connect Days have been so well received by university presidents, libraries and their users. And we look forward, as a publisher, to continuing to cooperate with libraries and helping demonstrate their value by showing how information resources support the whole research community. **LC**

www.elsevier.com/librarians/events

Teaming up around the world: Librarians and publishing colleagues explore the information landscape

Writing world-class papers

Recently in Jena, Halle, Leipzig, Stuttgart and Ulm, in Germany, Elsevier colleagues and librarians partnered to stage Author Workshops acquainting researchers with the terrain described as "How to Write a World-Class Paper." Elsevier Account Development Manager **Arthur Eger** reports, "One of the major difficulties (young) scientists are facing in a research project has shifted from 'how to find the right information' to 'how to get your research results published.' Elsevier journals' rejection rate is between 40% and 90%, making competition for page-space fierce." Participants learned about literature reviews, hot topics and selecting journals as well as tips and tricks in scientific writing and structural elements of an article. Elsevier journal editors presenting in these popular workshops have included University of Vienna Center for Brain Research Professor **Werner Sieghart**, who has authored nearly 300 published articles.

Staying current with scholarly and medical information

During a colloquium by the sea, in April at the New Hanover Public Library in Wilmington, North Carolina, librarians, faculty and Elsevier staff discussed current issues in scholarly and medical information. The South East Area Health Education Center (SEAHEC) and Elsevier hosted the event which covered "Delivering Information to Meet Researchers' Needs" and "Delivering Electronic Health Information Where It's Needed." Following SEAHEC President **Dr. Mark Darrow's** welcome, University of North Carolina at Wilmington Environmental Studies Department Chair **Dr. Jack Hall** spoke on "Petting a Moray Eel: A Researcher's Journey with 'Electric' Information" and University of North Carolina at Chapel Hill Associate Dean for Academic Affairs & Professor of Law **Laura Gassaway** spoke on "Keeping It Legal: Copyright for Electronic Information."

Connecting research and entrepreneurship

In Hoboken, New Jersey, in April, during the Stevens Institute of Technology's Research & Entrepreneurship Day, faculty members displayed their research projects and Elsevier colleagues shared a table with library staff to showcase the library's contributions to SIT's research initiatives. SIT's Head of Reference and Research Services **Linda Beninghove**, who initially invited Elsevier to participate, spent time at the table along with SIT Library Director **Ouida Oubraham**, Web Services Librarian **Barbara Arnett**, Reference and Research Services Librarian **Valerie Forrestal** and Head Librarian for ILL/DDS **Mary Ellen Valverde**. SIT's seasoned researcher **V. Tarnovsky** won an iPod shuffle, raffled off as part of Elsevier's Scopus outreach activities that day.

Finding the right affiliations



Info pros have fun during the new Scopus game "Scope It!" in the Elsevier booth at SLA 2008 in Seattle in June.

How can we easily figure out who's included in the information landscape? During the MLA Annual Meeting in Chicago in May, the Elsevier booth was the scene for "The Affiliation Name Game" promoting the Affiliation Identifier — a recent Scopus enhancement. Forty-three medical librarians entered the competition which demonstrated the accuracy of name variant results in Scopus, and the winner was Collections Development Librarian **Susan Swogger** with the UNC Health Sciences Library in North Carolina. Congrats, Susan!

Pursuing academic and research excellence

University librarians and research directors from Vietnam, Indonesia and the Philippines participated in Elsevier's first annual Directors' Forum in May at Singapore's Nanyang Technological



At the Directors' Forum in May at Singapore's Nanyang Technological University, participants take the opportunity to visit the university's Arts, Design & Media Library.

University. Focusing on the value of electronic resources, the event brought info pros together to gain a better understanding of each other's tasks and objectives and encourage closer cooperation in the pursuit of academic and research excellence. The event also allowed university leaders from the three countries to share and exchange ideas. The National University of Singapore's Office of Research Director Professor **Andrew Nee** spoke on "Research in NUS — Connecting the World" and Nanyang Technological University's University Librarian **Mr. Choy Fatt Cheong** spoke on "Managing e-Resources in the NTU Library." Learn more about the event by visiting <http://asia.elsevier.com/directorsforum08>.

Taking it global

"Globalizing Information: Removing Borders as Obstacles to Collaboration" was the theme at the Library Connect Seminar hosted by the University at Albany, State University of New York in May and cosponsored by the New York State Higher Education Initiative and Elsevier. Attendees including library directors enjoyed a warm welcome from the university's Dean of Library Faculty and Director of Libraries **Frank D'Andrea**. Also speaking were New York University Collections and Research Services Director **Dr. Michael Stoller**, Rensselaer Polytechnic Institute Senior Constellation Professor **James A. Hendler**, Cornell University Native American and Latin American Collections Curator **David Block** and New York State Research Library Director **Loretta Ebert**. **LC**

www.flickr.com/photos/elsevier_apac/
www.elsevier.com/librarians/events



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

Q: How is Elsevier working to improve customer service?

A: At Elsevier we try to improve customer service always. Instead of as a one-off exercise, we really approach it as continuous improvement.

Elsevier staff share best practices regarding customer service and are constantly on the lookout for new ways to improve customer satisfaction.

On a regular basis we receive feedback from our customers regarding how to further improve our customer service. Customers are in contact with our account managers, eHelpdesks and print customer service staff; attend trainings; or speak with me and other staff members such as account development managers. All these interactions provide valuable information that's factored into our efforts to provide the best possible customer service. Also, Elsevier staff share best practices regarding customer service and are constantly on the lookout for new ways to improve customer satisfaction.

www.sciencedirect.com
www.scopus.com



Arjan Huisman

We evaluate all comments coming from our customers and try to improve where possible. Many of our improvements are small. For example, based on customer feedback, we now include an explanation sheet with each invoice we send. Some of our improvements are more likely to grab your attention.

In earlier columns, I wrote about Live Chat as a manner to communicate with our eHelpdesks about Scopus and ScienceDirect issues. We're now also offering this service to our editors, so they can get the best possible help as they take care of their important tasks in the publishing process.

What's important to remember is that we really listen to our customers regarding how to improve products and services we provide to librarians and users across the globe.

If you have questions or suggestions, please send them to customersfirst@elsevier.com. **LC**

www.elsevier.com/librarians/CustomerServiceFocus
www.elsevier.com/wps/find/contact.cws_home/regional



Chris Jasek of Elsevier's User Centered Design Group answers your usability questions

Q: How can I make it easy for people to learn how to use my library website?

A: That's a great question. Certainly it's a great goal to want to make your website easy for students and faculty to learn to use, especially when it comes to eLearning resources available on your website.

Familiarity is an important aspect of learnability.

Learnability is one of the five components of usability as defined by Jakob Nielsen in his book *Usability Engineering*. (The other four components are efficiency, memorability, errors and satisfaction.) Learnability addresses how easily a novice or first-time user can use your website. It's important to remember to usability test your website with novice users as their fresh perspective yields a lot of good information.

Familiarity is an important aspect of learnability. Your website should work in a way that's familiar to your users as they've built expectations from using other websites and products. You should strive to understand what other products your users are using and what expectations they have around them. If your website works in a familiar way as other tools they're using, your users will have no problem learning to use it.

Consistency also has a positive effect on learnability. Number one, your website should be consistent within itself. The page layout and interactions should be consistent across your site.

As users explore and use more areas of your site, they'll easily be able to learn to use these new areas because they work the same as other areas.

Your website should also be consistent with best practices followed by other websites. Many people want to make their sites unique and have them work differently than other websites. Usually this is a big mistake and following the crowd is a better practice.

Finally, keep it simple. The simpler something is, the easier it is to learn. Keep your website limited to the most basic features and only add features when it becomes clear they are needed. **LC**

www.elsevier.com/librarians/AskUCD



Chris Jasek

Reference

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Online Extra

Find this issue's online-only content, including the new Next Gen section with articles by Erika Bennett, Megan Curran and Guofu Qian, at www.elsevier.com/libraryconnect

STAYING CONNECTED

Online Extra Find fulltext announcements at www.elsevier.com/libraryconnect

Upcoming Events 2008

www.elsevier.com/librarians/events

Events listed here include: ■ Library Connect events ■ Other Elsevier events ■ Industry events featuring Elsevier booths or speakers

AUGUST	SEPTEMBER	OCTOBER, <i>continued</i>
1 Library Connect Seminar, Melbourne, Australia	2 – 5 Australian Library and Information Association, ALIA Dreaming 08, Alice Spring	22 Elsevier Connect Day, Sun Yat-sen University, Guangzhou, China
4 Library Connect Seminar, Brisbane, Australia	3 – 5 Australian Research Management, ARMS 2008 – Taste of Research Management, Tasmania	29 Library Connect Seminar, Pretoria, South Africa
6 Library Connect Seminar, Auckland, New Zealand	4 Librarian Forum, Vienna, Austria	29 – 31 Bibliocom, Florence, Italy
7 Library Connect Seminar, Wellington, New Zealand	8 – 10 IGELU, Madrid, Spain	30 Library Connect Seminar, Cape Town, South Africa
8 Library Connect Seminar, Christchurch, New Zealand	10 Library Connect Seminar, Tel Aviv, Israel	
10 – 13 International Federation of Library Associations and Institutions (IFLA) General Conference & Council, Quebec City, Canada	16 Elsevier Connect Day, Library of CAS, Beijing, China	NOVEMBER
13 Library Connect Seminar, Kuala Lumpur, Malaysia	18 – 20 ADBU, France	2 – 5 Library & Information Association of NZ, LIANZA 08, Auckland, New Zealand
13 Library Connect Seminar, Quebec City, Canada	22 Elsevier Connect Day, Inner Mongolia University, Hohhot, China	6 – 7 6th Nordic Librarian Forum, Helsinki, Finland
14 Library Connect Seminar, Bangkok, Thailand	24 – 26 17th Conference of Greek Academic Libraries, University of Ioannina	13 Scopus Awards, Damascus, Syria
14 Library Connect Seminar, Pune, India	25 Elsevier Information Day, Madrid, Spain	18 Scopus Young Scientist Awards, Sri Lanka
20 Library Connect Seminar, Chandigarh, India	OCTOBER	26 – 28 Library Fair & Forum 2008, Yokohama, Japan
22 Library Connect Seminar, Surat, India	15 Library Connect Seminar, Shanxi University, Taiyuan, China	DECEMBER
27 Library Connect Seminar, Dharwad, India	15 – 19 Frankfurt Bookfair, Germany	2 – 4 Information Online, London, UK
28 Library Connect Seminar, Mangalore, India		7 Scopus Young Scientist Awards, New Delhi, India
		9 – 12 XXIV IASLIC Seminar-2008, Kolkata, India

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Library Connect events bring together Elsevier colleagues and customers to discuss issues of concern for information professionals. Librarians play an active role in planning agendas for and giving presentations at Library Connect events, where frank discussion and sharing of ideas and experiences ensure participants get the most out of attending.