



The "Lucian Blaga" University of Sibiu, Romania

The LBUS Library

and

University of Bayreuth Library
(Bavaria), Germany

The SIXTH INTERNATIONAL CONFERENCE in ROMANIA

on

Information Science and Information Literacy

CONFERENCE PROCEEDINGS

April 21st - 23rd 2015, Sibiu, Romania

ISSN - L 2247 – 0255

The Sixth International Conference in Romania on Information Science and Information Literacy

April 21st – 23rd, 2015, Sibiu

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Dear President Oprean, dear Rector Bondrea, dear Rodica,

Dear colleagues, ladies and gentlemen,

I apologize for not taking part in „The 6th International Conference on Information Science and Information Literacy" in Sibiu.

Until the very last moment I was not sure if I could make it to Sibiu but a lot of unforeseeable urgent appointments have brought a bit of chaos to my schedule.

The topic of my presentation which I was invited to give was already clear. Considering the publication of the *NMC Horizon Report > 2014 Library Edition*, my plan was to speak about the consequences which (German) libraries have to face and which strategies they are developing to deal with the upcoming changes. I do hope that this topic will still be of interest at another time in the near future and that we will then have the possibility to discuss it thoroughly.

Nurishing and cultivating the partnership between Sibiu and Bayreuth is also of great political importance. With the help of open communication about the requirements in research and teaching, we have the chance to strengthen the connection between our two countries and make an important contribution to stability in Europe. I am glad that two of our colleagues had the opportunity to visit Sibiu last fall and we will give two more colleagues the possibility to visit the university library of the Lucian-Bлага University in the fall of 2015. More than ever it is important that Europe stands together.

I am personally deeply sorry for not being able to take part in the conference since I would have been able to see my dearest colleagues from Romania. From business obligations real friendships have arisen which mean a lot to me. In addition, I have achieved a better understanding of the places and people and thereby have become a great fan of Romania – not just since I saw pelicans in the Danubian Delta.

I wish you all a wonderful and productive conference in Sibiu!

With warm regards,

Your Ralf Brugbauer

Digitization between necessity and challenge

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Abstract

Traditional libraries hold inestimable values, unimaginable for today's Internet users. Digitizing traditional catalogues reveal the holdings of libraries which are gathered for hundreds of years in their closed stacks. The digitization of primary documents, especially of old and rare ones, enables their remote investigation, offering thus unlimited access to culture, information and knowledge. Planning, organizing and developing a digital library means engaging in innovative management, having good specialists and working in close cooperation between the departments of the institution. Thus, this paper will present some aspects of these activities that are carried on at BCU Cluj.

Keywords: digital libraries, information retrieval, open access

1. Introduction

The world has enormously changed due to the development of computer and communication technologies (ICT). If something is not reported on the Internet, it doesn't exist for young people nowadays.

Traditional libraries, which preserve the civilization and cultural memory, have entered into the bustle of changes, convinced that this is the only way to remain trustworthy pillars for information, research and educational processes.

The exceptional progress of science over the last century has led to a huge growth of documents drawn up for this purpose, while the development of ICT has greatly expanded the range of information storage formats. Libraries have to face the tough challenges of collecting and managing documentary sources in increasing amounts and in a wide variety of formats. Library automation has emerged as a saving necessity required by these changes. Nevertheless, automating specific activities do not seem to be enough. Library staff and especially the readers more and more accustomed to using computers and electronic documents have felt the need to bring the hidden treasures of the libraries to light. The process of digitizing centuries-existing valuable paper documents thus began, converting them in a digital format easily and remotely accessible. In addition, the digitization of traditional catalogues reveal the libraries holdings as well as the passionate work carried on for centuries by devoted librarians.

The digitization process will achieve the two objectives: to allow easy remote access to the physical document images and their long-term preservation, only if several conditions are met, such as:

1. the selection of the documents is made by specialized people who know the library's funds and can appreciate the contents value
2. the scan flow is well planned and respected by all those involved in the digitization process
3. document scanning is done with modern equipment and appropriate to the type and size of documents
4. the digital master images are of high quality and faithfully render the original document

5. the management, storage, archiving and access to digital documents comply with clear rules clearly established for different type of documents
6. the metadata are accurate and comply with international standards, allowing their integration into extended information systems
7. after scanning, the original physical documents are stored in special preservation conditions and consulted less frequently.

When the focus is on the content and not on the original document layout, and when the digital document is intended to be in a searchable format, paragraph 4 could be questionable. For example, a regular black and white or grayscale version could be accepted for periodicals, allowing therefore the operation of OCR (character recognition) to have a lower percentage of errors.

In addition to these factors and especially for the heritage documents, the process of digitization has to include the following recommendations:

- to sanitize documents before scanning
- to handle documents by persons trained for this purpose, using cotton gloves
- to transport documents in special sealed boxes
- to use special equipment (sliding platters or platters with possibility to be open in a V format) provided with cold light
- to avoid exposure to UV and IR radiation
- to store documents in specially designed places and secured cabinets until the scanning is complete.

Documents scanning in the libraries can be done in several ways:

1. establishing a department dedicated to this purpose
2. setting external digitization services with specialized companies
3. public-private partnerships (i.e. Google)
4. combining some of the above mentioned possibilities.

For the first option, the major advantage is avoidance of documents leaving the institution. On the other hand, disadvantages include the financial problems related to the equipment purchase, the payment of training sessions within institutions with expertise in this area and acceptable wages for those who choose this specialization.

The second option implies contract signing with specialized companies and raises issues of transportation and document insurances, their absence from the library for a long period and a greater risk of being destroyed during transport or due to improper handling by non-experts operators.

The third option has not been applied in Romania and should be analysed.

BCU Cluj chose to carry out the first option, considering the fact that our library had hardworking and ambitious computer scientists and librarians.

A solution for solving the inherent financial problems is the participation in projects financed by research programs or applying for external financing. In this respect, we are proud to announce that our library is part of the research project - MCVRO entitled *The Identification and Correlation between Concepts in Old Romanian Books and Manuscripts, using a Computer Application to stimulate Social Dynamics through the Appraisal of the Cultural Production*.

2. History and evolution

In 2005, thanks to a donation of equipment made by ETH Zurich library that included a Minolta scanner A3, a PC station with Windows 95 and a software for document delivery service on request, the digitizing process of the *Gazeta de Transilvania* journal started. The scanning of the A3 documents was limited by hardware and software possibilities, such as the production of black and

white images with a resolution of 100 dpi and low quality PDF files. The scanned volumes were made available online since 2005 through a web interface with a structure that allows easy retrieval.

The Digitization Laboratory was established at the beginning of 2008 by allocating proper working space and equipment, and redistributing the library staff specialized during hands-on training sessions and supervised daily activity. This new department started our own digital library, establishing, from the first months of activity, the **workflow** involving close collaboration between the library departments and the committee of document selection, the **digitization rules** for different document types (working formats, unique names of files, records etc.) and the **means of storage, archiving and online access** of digitized documents.

The process was primarily focused on the *Transsilvanica* digital collection building and the digitization of the traditional catalogues.

Transsilvanica is destined to be a collection of digital documents from the special collections fund (i.e. manuscripts, rare books, old books, iconographic materials etc.) and of periodicals representative for the region of Transylvania in cultural, historical, economic and social terms.

Created in 2008, this digital collection was meant to preserving and promoting the existing heritage, following specific selection criteria like the significance for Transylvania and the documentary value, more requirements being added for periodicals, like the degree of user requests, the fullest available collection and the copyright law compliance.

The establishment of the selection committee, determining the period for drawing up the lists of documents to be digitized and the involvement of adjacent departments personnel (Digitization Lab, Computer Lab, Special Collections, Periodicals, Deposits, Cataloguing Dpt.) contribute to the effective capitalization of the special collections and library funds, some of which are little known to the public but of inestimable value.

The first scanned documents were *Gazeta de Transilvania* (1838-1852), *Clujul* (1923-1937), *Liturgierul de la Feleac* (Missal from Feleac - 1481), *Codex Piccolomini* (XV?) and Mihai Eminescu *Poezii* (Poems, 1879 - Red Copybook): one tiff image was created for each scanned page and a PDF file for every digitized document and every periodical issue respectively.

At the end of 2014 this digital collection contained 650 titles, 838,744 scanned pages and 50,505 documents available online with a web interface at: <http://documente.bcuculuj.ro>. Books are presented as bibliographic lists, sorted by document type and by year of publication. Regarding the regular periodicals, an OCR-ized PDF was created for each number, and each title is represented following the years, the months within a year and the numbers that were published. Due to the implementation of the character recognition facility, users can search the text after the document is opened.

The continuous enrichment of our collection with digital documents that can be searched (those which have been submitted to the process of optical character recognition) led us to implement an application that allows searching not only the bibliographic description but also the full text of documents. After testing several software solutions, the **DSpace** software was chosen, which has been implemented since the autumn of 2009 (<http://dspace.bcuculuj.ro>).

A dedicated server was configured for this software using the operating system Ubuntu 8.04. There are several advantages of the program: free software, open source, it relies on free components (database PostgreSQL, Java, Tomcat, etc.), it is endorsed by a fairly large community of specialists who can provide support problems and it is used by large institutions world wide. The initial version of the program was 1.6, which was quickly updated to version 1.7 and the JSPUI interface was chosen, although there is also a framework based on Apache Cocoon (XMLUI). The interface was originally in English, German and Hungarian, to which we added a **Romanian** version.

In summer 2014 both the hardware and software were updated: a new server with Ubuntu 12.04 and DSpace version 4.2 were installed. JSPUI interface has been fully revamped, modernized and provides support for some modern features such as compatibility with mobile devices. The support for DOI (Digital Object Identifier) embargo functions, versioning and auto complete item level were also added, the connection with *Google Scholar* was improved, but at the same time major changes were made to the code behind the application.

The great advantage of this new version is the way of distributing the results in the *Discovery* mode, which replaces the advanced search by allowing results to be refined based on predefined criteria.

The digital documents in DSpace are organized in categories and collections. The most important categories are:

- manuscripts
- old and rare books
- iconographic materials
- periodicals
- books and extracts
- publications edited by our library
- bibliographies for academic courses.

All documents are provided with open access to all users; only documents in the last category (which are protected by copyright) require username and password.

Documents and metadata in DSpace are loaded in two ways:

- for a single document - uploading the file and completing the metadata is easier through the graphical interface (after authentication)
- metadata for more documents, where most metadata is repeated (i.e. periodicals) - uploading is done via the command line (in batch mode).

Uploading via batch involves preparing a package containing the metadata in XML format, the file itself and the license file. Metadata is taken from the Aleph library system, placed in a spreadsheet file (Excel), then converted into xml files using scripts that prepare the rest of the package. The metadata format is Dublin Core (DC) and in our system the most common **dc** fields are complemented by some of our own fields and some required by the Europeana.

Since 2012, our digital library is included in the open access resources catalog, OAIster and thereby in the WorldCat catalogue. The connection was established through OAI-PMH protocol, which allows metadata to be sent to OAIster, wherefrom visitors are directed to our library for viewing the digital document.

Starting 2014 our full library catalogue is included in WorldCat, therefore we currently allow only one copy of the digital documents metadata in WorldCat, and this (way) will be through the catalogue. Hence, we are able to cope with the problems in OAIster, like the diacritics issue.

Installing and using DSpace solved the problem of searching the metadata and OCR-ized documents and offers a modern interface to our readers (see <http://dspace.bcucuj.ro>). In 2014 DSpace interface had more than 20,000 visitors, with over 420,000 pages downloaded. Materials found in our digital library were also used / reused in the most innovative ways.

As we already mentioned in the beginning, a major direction in the digitization process was the conversion of the **traditional catalogs** into electronic format. Library funds from various

collections processed in these catalogs are now visible online by scanning the traditional cards, available on paper.

The digitization process started in 2008, in order to create, preserve and search the electronic records from traditional catalogs. The first digitized catalog was the old traditional catalog, reflecting monographs held since the establishment of the first library collections until 1940. This catalog is less visible to the public, like other traditional catalogs reflecting the library funds (legal catalog, collections catalog, periodicals catalog, Special Collections catalogs etc.).

Operations and processing rules have been established by testing the purchased equipment and software, a librarian being trained to start the digitization process.

Increased scanning activity was made possible through better training of personnel and enhanced equipment load capacity with up to 50 sheets (scanner with ADF Automatic Document Feeder).

For an accurate representation of the catalog cards, the PDF format was chosen as an electronic and preservation format, at 300 dpi scan resolution and 24-bit color depth.

To narrow and facilitate online access, the electronic records are available to the public in groups of 50, for most catalogs, via a web interface that preserves the alphabetically ordering mode like traditional catalogs, with a hierarchical representative structure, built on two levels (see <http://www.bcucuj.ro/re/catalogold/>).

The electronic catalog allows the retrieval of documents by author or title, after identifying them in the PDF files consisting of 50 catalog cards, where the file name is composed of the first significant word of the first card and the first significant word on the last card in the group.

In the collections catalog the electronic records are grouped into collections and for the periodicals catalog, each catalog card has associated a PDF file, having the periodical title as filename.

The web interface launched in April 2009 was changed during the digitization process: the users have now the option to request publications from the stacks by online request forms.

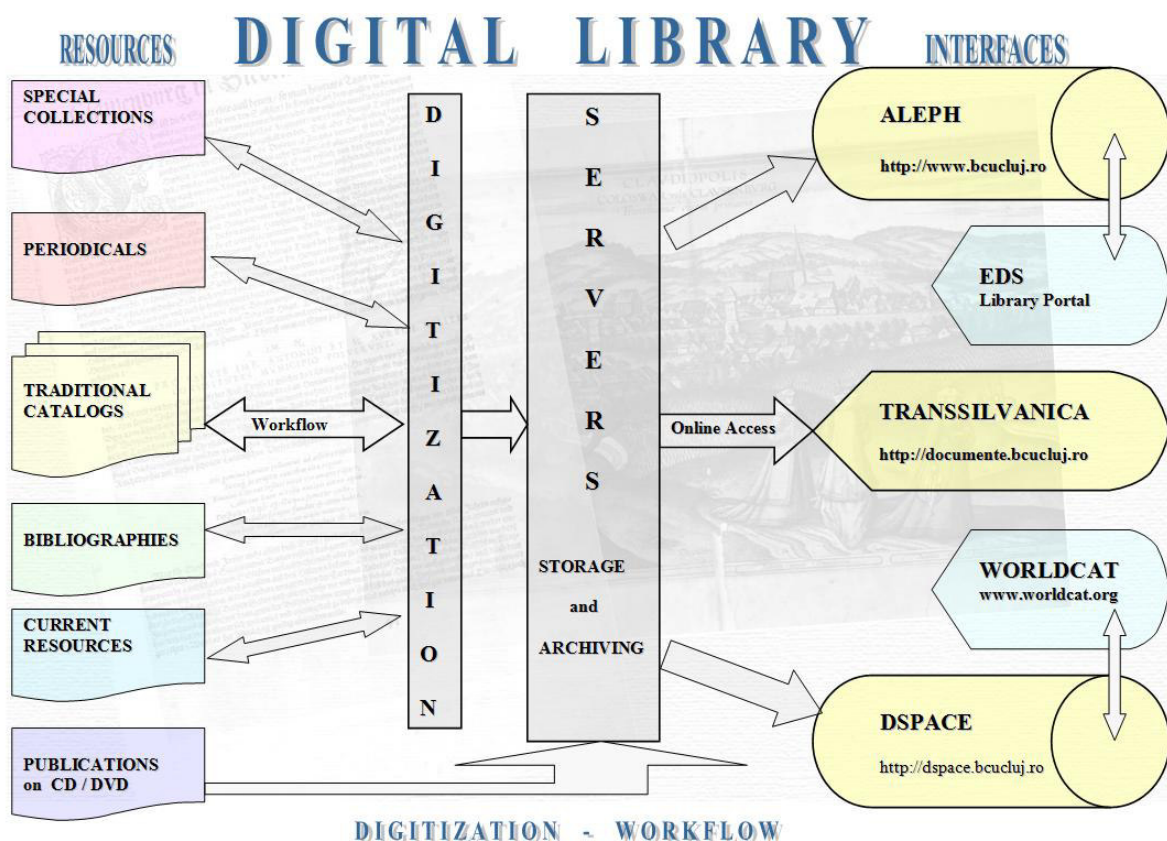
The process of conversion into electronic format of the traditional catalogs from the main library building is almost finished, the collection of electronic records reaching a total of over two million items, kept on a storage system and archived on magnetic tapes.

Digitizing traditional catalogs has increased the number of requests from library funds, the consulting rate reaching in 2014 - 27,288 visits, 12,289 visitors and 184,895 pages viewed.

Digitization process was not only limited to the conversion into digital format of heritage fund (manuscripts, old and rare books, maps, prints, illustrated) and periodicals with outdated copyright law, but also to other categories of documents. The digital library also includes documents obtained directly in digital format. Full access was thus given to:

- documents specified in the syllabuses of the UBB teachers
- publications entered in library in digital format on CDs and DVDs (online access from local network)
- electronic resources donated by authors, publishers and other institutions
- tables of contents attached to bibliographic descriptions for books protected by copyright law
- articles and books of the UBB teachers
- scanned documents on request
- edited documents into digital form in our library.

The digital library is now visible through the five interfaces, each with its advantages and specific options:



3. Future Needs and Challenges

Integration in the digital library of more **current works**, implies special concern with respect to the copyright law compliance. In this regard, since the end of the last year, our library web page provides two forms (in Romanian and English) that can be used by authors and legal holders of publications to grant us online publishing rights for their works. Through this approach we wish to promote abroad the works of the Romanian authors, knowing that all the bibliographical records processed in the digital library are also present in international catalogs, like WorldCat.

Our library is a central university library and therefore it is supposed to support the academic process by digitizing the **works included in the university curricula**. This requirement is in progress by digitizing the works from the UBB teachers' bibliographies and will continue for other universities from Cluj. All these articles and papers, with the consent of the authors, are and will be integrated into the digital library and accessed based on user name and password.

The huge number of valuable documents already existing in the digital library could be exploited by creating **thematic collections**. Unfortunately, this requires significant time and energy and therefore we are also considering the help of students or volunteers.

Information retrieval results are closely related to the quality of the OCR-ization and the correction process carried on for scanned documents. The Romanian old books written in Cyrillic alphabet represent one of the problems we encountered during this process. We do not have a complete set of symbols used in these books, nor are there clear rules for text correction (i.e. for Ń we have to put the symbol itself or s). This is a problem we are trying to solve in the MCVRO project.

Information retrieval from digitized documents could also be improved by incorporating **metadata inside of the pdf files**. In this way we could help search engines to properly index these files, even if they reside on the Internet without metadata files / pages.

An unfulfilled goal from the last few years is to integrate our digital library into **Europeana** portal. Unfortunately, even if the technical and quality of our collection metadata is compatible and supported by the Europeana, we have met many administrative problems so far and still carry on copyright-related discussions. We hope that in the near future these problems will be solved and our metadata will enrich this European cumulative catalog.

The fact that the digital library is accessible through 5 web interfaces (Aleph, Transylvania, DSpace, EDS, WorldCat), each with its advantages and shortcomings, highlights the need for a single integrated system that would represent the foundation of a digital fund creation, effectively managed and accessed.

From 2005 to 2015, there were several crucial moments, with various challenges regarding the **streamline workflow**, document management improvement, storage modalities and online reporting of the digital represented fund.

Diversification of the provided digitization services, managing an ever-growing volume of documents, the lack of dedicated applications for such processes, reducing time due to technical impediments, effective ways of reporting and online access have been and continue to be current challenges and requirements.

The need for innovation thus arises, regarding the IT infrastructure, provision of better equipment in the digitization process (i.e. for scanning), specific software operations digitization, easy information access and retrieval, education and training of qualified personnel, storage and archiving modern technologies for long term digital library preservation.

Although this work raises many problems and unknown variables, let us not forget that, eventually, all these results are addressed to the libraries' beneficiaries.

Effective communication and collaboration between libraries would be a step ahead in the process of a more even and efficient digitization, which would enable a rapid establishment of the Romanian Digital Library.

4. Conclusions

Digitizing valuable library documents and their traditional catalogues as well, allows libraries to get out of the shade where they have resided from centuries.

Planning, organizing and developing a digital library require an innovative management, good specialists, a rigorous discipline and close collaboration between the institution departments, especially if *in house* digitization is opted for.

Rigorous selection, a well thought-out and complied workflow, high-quality scanning, performant characteristics equipment, accurate and standardized metadata, clear and periodically checked account, providing public access in a manner as effective and attractive as possible, safe storing and archiving are definitely required needs for the creation and management of digital collections.

What is certain is that financial resources and cooperation at national and/or international levels are mandatory but not sufficient conditions to create a digital library.

Acknowledgments:

This work was supported by **UEFISCDI**, project ID PN-II-PT-PCCA-2013-4-2062, contract no. 311/2014, *The Identification and Correlation between Concepts in Old Romanian Books and Manuscripts, using a Computer Application to stimulate Social Dynamics through the Appraisal of the Cultural Production.*

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Teaching Library: a contribution in the universities - research institutes - companies triangle

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Abstract

This paper presents the library staff's concerns in University “Politehnica” of Bucharest to contribute at curriculum develop for bachelor students in Information Literacy and editing scientific works. These are the results of a project deployed in the Central Library which emphasizes the promotion of the Knowledge triangle. The project aims to improve interaction Romanian universities with business and research too, by developing sustainable partnerships in order to increase the capacity of higher education to support economic and social development.

Keywords: curriculum development, Knowledge triangle, universities-research institutes-companies networks

Knowledge and Innovation Triangle. European concerns

In the new approach in education and research, universities improve their valences and raise their educational act. Ensuring the scientific research quality represents one of the most important aspect of the academic performance.

Scientific research, academic activities and labor market orientation are included into the university management. The research development is achieved by projects, master and doctoral courses and can be harnessed by publishing books, papers, patents, or by results transfer in economic environment.

In European Union exist important concerns regarding the improving the collaboration between universities, research institutes/centers and companies in order to create knowledge and innovation communities:

- *University-Business Forum* (UBF) (MOOCs; Curricula informed by market needs and allowing for more flexible individual profiles”).

University Business Forum represents a space that intent to put together education and companies for a proper cooperation. Knowledge Alliances is an initiative of UBF. This forum promotes projects, initiatives, events in higher education and business in order to create partnerships for jobs and entrepreneurship.

There are three main objectives of the UBF activities :

- “Rethinking and opening up education”;
- “Business creation and employability”
- “Strategic alliances and the creation of ecosystems.

Dr. Marina Ranga from Stanford University appreciates that in 21st century many changes in “education outcomes”, “education delivery” or “university business model will appear”. [1]

- *Knowledge Alliances*. “Knowledge Alliances may organise mobility activities of students, researchers and staff in so far as they support/complement the other activities of the Alliance and bring value in the realisation of the project’s objectives.” (fig. 1) [2]

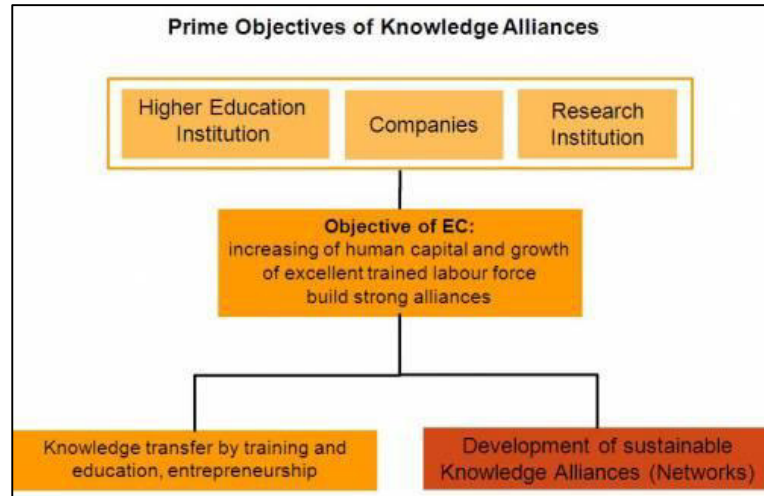


Figure 1. The objectives of Knowledge Alliance (source: <https://ec.europa.eu/growth/tools-databases/regional-innovation-monitor/organisation/knowledge-alliance>)

„In general the aim of the Knowledge Alliance is to create more: knowledge valorisation, innovation, business activity, investments and regional GDP”

- *EC/OECD Guiding Framework for Entrepreneurial Universities* (October 2013)

This framework explain the significance of the “Leadership and Governance”, “Organisational Capacity, People and Incentives”, “Entrepreneurship development in teaching and learning”, or “University- business/external relationships for knowledge exchange”. Starting from the describing the Entrepreneurial Universities, this guide presents the steps in developing an entrepreneurial culture in an organisation. [3]

From the beginning. Interest in the development of curriculum for Information Literacy

The need for students training in scientific information management resides in the insufficient knowledge and information resource identification, documentation, research provided by the university through its specialized structures. The needed information tools including: computerized student orientation, open access publications in the library, efficient and effective use of information contained in scientific databases or using search engines help lower degree of success in information and documentation activities and documentary research.

Students or prospective researchers will be able to develop projects in addition to scientific resource management capabilities and communication skills by developing a specific language of science information and documentation, teamwork capabilities of virtual environments, drafting and publication of documentary research conducted or research results developed scientific paper format.

Two examples of projects that create models for integrating Information Literacy into Higher education curriculum:

- A New Curriculum for Information Literacy (ANCIL)

ANCIL is part of “Arcadia” Project, Cambridge University Library. Project aims the following objectives:

- “to understand the information needs to future undergraduate students on entering higher education;
- to develop a revolutionary curriculum for Information Literacy;
- to equip students with the knowledge, skills and behaviour around information use to support the learning in the digital age;
- to develop a flexible curriculum that can be used and adapted in a variety of settings.” [4]

- Li Wang developed a model for integrating Information Literacy into curriculum. The originality of the approach is integration of “curriculum, pedagogy and learning theories, information literacy theories, information literacy guidelines. The model provides a framework of how information literacy can be integrated into multiple courses across an undergraduate academic degree in higher education”

Several concerns in developing these themes: POSDRU/86/1.2/S/62689 "Training university staff and students in the use of modern tools in university management" aims to "support the training and evaluation process by means of modern computer" monitor the training of students, creating ICT training centers [5]; POSDRU 58132 "Partnership for modernization and reorganization of university library services" The project's overall objective is "enhancing the quality and degree of innovation in higher education by implementing software solutions designed to improve educational activities, documentation services and scientific research university library." [6] Both projects aims to increase the quality of education through the implementation and use efficiency in resource management and information technology and information services can be considered as complementary to the proposed project.

Ru Story-Huffman appreciates that” One way universities can integrate information literacy into the curriculum is by developing an information skills course for a specific discipline. The information literacy course for specific disciplines model is a fully integrated concept in which instructors identify course curriculum goals, content, and skills and then tie them to standards-based outcomes.” [7]

Information literacy project in University “Politehnica” of Bucharest (UPB) library

There is an ongoing project, developed in UPB library, which directly addresses the needs of students to be trained in information management and scientific resource utilization. A part of librarian staff is involved in this project.

Our aim is increasing the quality of education by adapting / developing university curriculum dedicated for access and use information and documentation resources by students through participation in Information Literacy courses.

The objectives of the project are:

- Extending opportunities for information literacy learning and development for a number of students;
- University curriculum development and improvement of scientific documentation and access to resources, in order to assimilate knowledge and skills in the efficient and effective critically and ethically way;
- Stimulating the development of a career in research;
- Promoting entrepreneurship by developing networks: universities-research centers/companies.

Selected students have the opportunity to receive two elective interactive courses, topical correlated with labor market needs.

Our library activities and direct interaction with the users demonstrate that our students are interested in getting structured information in scientific databases and electronic libraries organized where confidence in finding real and valuable content is high, to the detriment simple search on the Internet where information is large even harder structured and evaluated. According to the Bologna structure, the student benefits from compulsory courses and optional courses, training largely theoretical and less practical. During their training and at the end of the courses students will develop scientific papers with varying degrees of complexity and develop research themes. Finding the difficulties encountered by users accessing information and their correct use either traditional media or electronic media resulted in the need for competence in training. Information literacy course will help students to develop as an independent learner. “To be information literate an individual must recognize when information is needed and have the ability to locate, evaluate and use effectively the information needed.” (ALA, 1989)[8]

The project builds on work packages, ensuring an integrated approach to implementation.

- Developing curriculum by introducing optional courses in Information Literacy

The accent will be in:

- Development of learning materials and tools (theoretical and practical);
- Improving Library Services and documentary research (expanding the use of ICT)

The structure of the curriculum will cover the following main topics:

- The libraries: the specialized structures in the infodocumentary process;
- Information sources in the educational process;
- Organization and information retrieve in computerized libraries;

- Retrieve information systems in the electronic environment and Internet;
- Scientific data bases;
- Open Access;
- Institutional digital repositories;
- Social media in Information Literacy;
- Ethical use of information;
- Components of a scientific paper. Scientific apparatus.

The course introduction into curriculum will be about skills development in information management and lifelong learning. For the moment, this IL course is implemented in four faculties in mechanical and electrical field for undergraduate students.

The project intend to make an analyze, in order to inform about the usefulness of redefining undergraduate curriculum by introducing disciplines among optional subjects and correlation with labor market needs in the field of culture information and information management. It will be identified, developed and apply techniques and tools for the analysis (questionnaires), among universities and public libraries other than universities. Centralization and results applied tools and techniques, implemented in an analysis aims to identify subjects as optional courses potential / mandatory to ensure quality of study programs at higher education establishments.

In line to European Union for approaching students to the labor market, the project will create electronic portfolios for the target group, to develop networks between universities, centers / research institutes and companies. The electronic portfolios are identified as an online tool for knowledge of educational training of students, their capabilities and skills and at the same time a way of preparation for employment and career. (fig. 2)

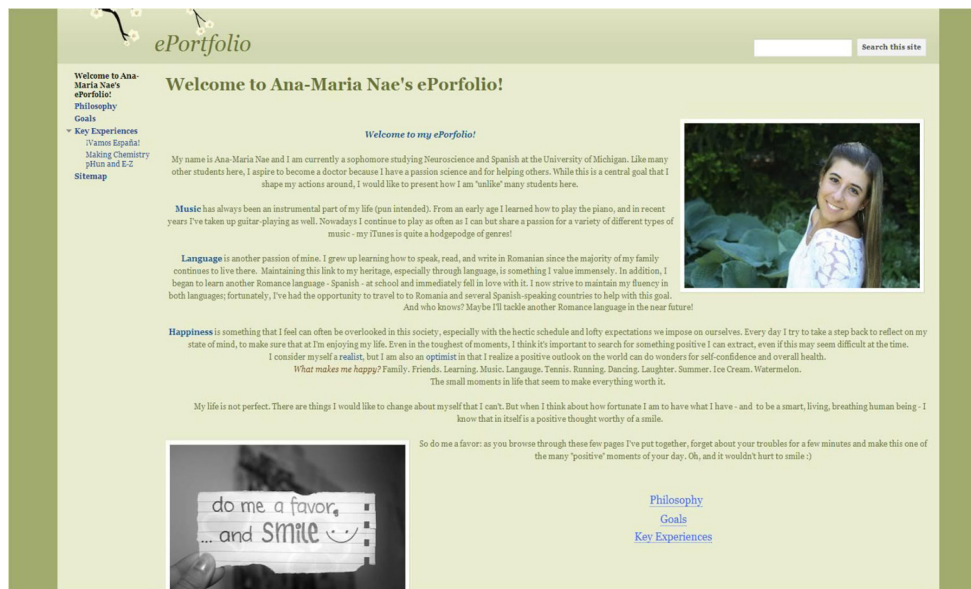


Figure 2. Example of student's e-portfolio (source: <http://www.wiserp.umich.edu/wiserp/students/eportfolios>)[9]

The most important activities in creating e-portfolios are:

- Identifying the types of e-portfolios and making a director of e-portfolios for students professional - target group;
- Assist students in the development and use of electronic portfolios.

Further action in facility reaching the labor market is organizing an event for stimulate and develop a career in research:

- Identify potential companies, institutes / research centers participating in the event;
- Establishment of two cooperation agreements between institutes / research centers, universities and companies, stimulating the development of a career in research.

Developing partnerships between universities, businesses and centers / institutes of higher education research for development by promoting entrepreneurship:

- Identify potential companies, research institutes / centers interested the conclusion of partnership agreements, in order to organize and conduct events on development of higher education by promoting entrepreneurial culture;
- Cooperation agreements in order to develop higher education by promoting entrepreneurial culture;
- Organizing conferences on the topic development of higher education by promoting entrepreneurial culture.

By implementing these actions, the project aims to improve interaction Romanian universities with business and research by developing sustainable partnerships in order to increase the capacity of higher education to support economic and social development.

It can be seen clearly gaps between academia and the labor market. The theory taught in universities is not sought by employers, focusing on the experience of practice. But this fact is not reflected in a clear shift towards labor market needs at educational curriculum. The project satisfies the need for university programs related to labor market needs, thus better prepared students by developing academic curriculum in school education licensed by introducing optional courses in Information Literacy and Scientific works editing, providing increased flexibility and efficiency in addressing learning activities to develop human capital able to face the challenges of the economic crisis. As the EU will create the conditions for developing a research environment that will promote mobility, interdisciplinary, research excellence, quality training is appropriate since the educational period.. Courses will be conducted according to university curriculum. On the other hand training students as prospective researchers involves creating a solid foundation in developing competent exploration, exploitation and development of a research area of interest.

By implementing and achieving goals, the project will be a model of good practice which will ensure the sustainability and continuing financing activities after completion. Since the project preparation phase, the applicant and his partner took into consideration methods further. Improving the quality of education is one of the strategic directions of the project. In this context, it is considered the subsequent introduction of optional courses in Information Literacy and Scientific work editing in undergraduate programs, as well as optional or mandatory courses, depending on the results of the evaluation. The courses will be developed in the context of knowledge

management, so that students adopt an interdisciplinary approach, generating a positive effect in the long term by increasing the quality of human resources involved in the research process. Through curriculum development and expansion of learning opportunities for students, the project aims to improve the standard of educational training, ensuring higher education and in the preparation of research providing a modern and efficient aspect. Also, through partnership agreements developed by the project will ensure the continuation of project activities, exchange of information and best practices, and strengthening collaboration and continuity universities, institutes / research centers, companies, leading to promoting research and growth attractiveness and motivation for developing a successful career in research.

Electronic portfolios created will be a starting point for evaluating the student and the transition to the labor market. They can be updated continuously throughout life, contributing to a better understanding of educational and professional capacities. There may be an important component of the knowledge triangle. By their interactive nature, portfolios offer dynamic content workspace and group discussions and become a social media component. Preparing accumulated personnel involved in the development of study programs can be further harnessed for the design and implementation of quality study programs at bachelor, and master. Transferring project results to other target groups and sectors is provided through a focus on promotion activities and dissemination activities both implemented and project results. These addresses all categories of actors that might be interested, both at the institutional level, regarding higher education institutions with degree programs in the field of environment and at the individual level, targeting students and teachers in higher education. We can thus appreciate the results and experience gained in the project will be incorporated into policies and strategies applicant and partner organization, and the policies and strategies established at local and national level as programs aimed at increasing relevance license (modern and quality, adapted to the labor market and in accordance with the methodology NQF) through curriculum development and expanding learning opportunities for students. On the other hand, stimulating research and career development is possible by organization of events that will give information refer to motivate students to develop a career in research, developing research strategies, fostering creativity and innovation, performance evaluation in research, etc. An important consequence is the future possibility of attracting funds from the interested economic agents.

By carrying out its activities, the project aims to reveal the increase the quality of higher education, developing better study programs for students and job skills of the target group. The project will contribute to support the formation of networks between universities, research institutes and companies, in order to increase visibility of potential employees since one cycle of university training.

The project was designed from the perspective of students (target group), which not only develop their professional skills and knowledge, but are able to understand the importance and the real benefits brought by them in the context of knowledge-based economy. The proposed project aims to integrate existing know-how and its safe and dynamic action on the target group, action which is correlated with the actual requirements of the labor market. The draft policies comply with the European Employment Strategy and the Lisbon European Council. The main objective of this strategy is to transform the EU into a community with a dynamic and competitive knowledge-based

economy with more jobs and better, increasing investments in education and research. The proposed project is complementary to this strategy, objectives aimed at developing student skills by attending courses and seminars conducted by organizing study visits to various companies in the environment, but also by promoting the development of a career in research. Also, the European Commission promotes the creation of a system for improving teacher qualifications and increases their access to professional training programs. In this project, academics will attend a training program in order to improve undergraduate programs, thus, able to develop academic programs tailored to the needs of the labor market.

Conclusion

This project will generate positive effect, because it will increase the quality of the educational process of the two participating universities, developing university curricula of several undergraduate programs. Students will be able to select and use information resources effectively, both in learning and research, and in professional activities, regardless of their status. Students will be stimulated to pursue a career in research, developing networks: universities - research institutes - companies, improving thus capacity higher education to support economic and social development. The creation of these networks will support future partnerships in research and facilitate access to the labor market of young graduates or young researchers.

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Sir Isaac Newton's theory of colours developed in his book *Optica*, latine reddidit, 1740

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*Abstract: Sir Isaac Newton is widely recognised as one of the most influential scientists of all time and as a key figure in the scientific revolution. Newton investigated the refraction of light, being able to demonstrate that the multicoloured spectrum produced by a prism could be recomposed into white light by a lens and a second prism. The results encouraged him to publish a book, first in English, *Opticks* (1704), then, in a scholarly Latin translation, *Optica* (1706). In his work, Newton analyses the fundamental nature of light by means of the refraction of light with prisms and lenses, the diffraction of light by closely spaced sheets of glass, and the behaviour of colour mixtures with spectral light or pigment powders. *Opticks* is considered one of the great works of science in history. The Brukenthal Library has in its collection a Latin edition of the book, one which was issued in 1740.*

Keywords: Sir Isaac Newton, Optica, theory of colour, scientific revolution, Brukenthal Library

There is a general point of view according to which it is impossible to talk about Brukenthal Library without a short incursion in the history of Brukenthal National Museum. The first mention of Brukenthal Palace as well as of the Brukenthal library can be seen in Johann Lehmann's book, *Reise von Pressburg nach Hermannstadt in Siebenbürgen* (Travel from Bratislava to Sibiu in Transylvania'), published in 1785¹.

The founder of Brukenthal Museum, was Samuel baron von Brukenthal (1721-1803), Governor of Transylvania between 1777 and 1787. Brukenthal National Museum Library – which actually is a department of the museum itself – was mentioned first in Baron von Brukenthal's last will: *because the library, the engravings, naturalia [...] are under my special arrangements [...] it will be a free access to the library, art gallery, to the mineral and numismatic collections, which will be held in my own house in Sibiu [...]*²

Samuel baron von Brukenthal, a man of Enlightenment, in other words, a *Homo Europaeus*, regarded his library as a way to introduce the ideas of Enlightenment into the late 18th century Transylvania.

¹ Gudrun-Liane Ittu, *Geschichte des Brukenthalmuseumwums*, Monumenta Verlag, Sibiu/Hermannstadt, 2003, p. 33.

² Idem, *Scurtă istorie a Muzeului Brukenthal*, Editura Altip, Sibiu, Alba Iulia, 2008, pp. 78–86, la p. 81.

During the entire 19th century, the Brukenthal Library added to its collections two important Sibiu libraries, *Kapellenbibliothek*, in 1879, and the Academy of Law Library, in 1885, the very year this high level educational institution from the Southern Transylvania was closed. *Kapellenbibliothek* collected books from different medieval Sibiu libraries, such as:

- So-called *Town Library*, first mentioned in 1300:
- The former Monastic Orders libraries, which existed here before the (Lutheran) Reform of the 16th century, libraries rich in manuscripts and printed books, and
- The Evangelic Gymnasium Library, founded in 1544.
- All these were transferred to the Brukenthal Library in 1879³.

Today, the Brukenthal Library has over 250,000 books and journals which can be divided into the following collections:

- Manuscripts (778)
- Incunabula (422)
- The 16th-18th century rare books (approx. 30,000)
- The Romanian old books (more than 900)
- Maps (over 7,000)
- As well as so called *current books*, in other words books published during the 19th – 21st centuries.

*

One of the 18th century old books from the Brukenthal Library is *Optica*, ‘latine reddidit’ (Latine version), a book written by Sir Isaac Newton:

Optice: // sive de // reflexionibus, refractionibus, // inflexionibus et coloribus // Lucis, // libri tres // auctore // Isaaco Newton // equite aurato // Latine reddidit // Samuel Clarke, S.T.P. // editio novissima // Lausannae et Genevae // Supt. Marci-Michaelis Bousquet et sociorum, 1740.

Newton is regarded as being as one of the most influential scientists of all time and a key figure in the scientific revolution. The scientist investigated the refraction of light, being able to demonstrate that the multicoloured spectrum produced by a prism could be recomposed into white light by a lens and a second prism. The results encouraged him to publish a book, first in English, *Opticks* (1704) – *Optics or A Treatise of the Reflections, Refractions, Inflexions & Colours of Light* –, then, in a scholarly Latin translation, *Optica*

³ Constantin Ittu, *Tainele Bibliotecii Brukenthal*, Editura Altip, Sibiu, Alba Iulia, 2007, pp. 9–12.

(1706). The Brukenthal Library has in its collection the Latin version of the book, the edition published in 1740.

Sir Isaac Newton (1643–1727) is considered as one of the greatest fathers of modern science. He is regarded as a polymath who has made contributions in the field of mathematics, chemistry, theology, astronomy, biblical history and physics. Sir Isaac Newton did not marry; instead he kept a number of close friends with whom he lived a long life till his death at age 84. Newton faced a troubled childhood than most of his peers. Isaac Newton came from a family of farmers but never knew his father, also named Isaac Newton. Although Isaac's father owned property and animals, which made him quite a wealthy man, he was completely uneducated and could not sign his own name⁴.

One of the major traits of Sir Isaac Newton is his religious devotion to his work. A story is told of how he sometimes worked and even forgot eating and other personal effects. The comical story goes on to suggest that he was so busy thinking that he could not see an apple falling and only notices after it fell. The promoters of the story suggest that he did not eat the apple just like a normal human behavior would be. Instead, his thinking continued until he discovered why the apple fell and that is how the discovery of gravity was inspired. The truth is of the matter is many human beings would just take the apple and eat while at the same time blaming the tree why it fell to disrupt their nap. This concentration is what inspired William Blake to paint him sitting in a rock holding compasses and with eyes keen on his work⁵. This drawing was later perfected by Eduardo Paolozzi who erected a sculpture reflecting Newton's focus on his work⁶.

Isaac Newton's life can be divided into three quite distinct periods. The first is his boyhood days from 1643 up to his appointment to a chair in 1669. The second period from 1669 to 1687 was the highly productive period in which he was Lucasian professor at Cambridge. The third period (nearly as long as the other two combined) saw Newton as a highly paid government official in London with little further interest in mathematical research⁷.

The scientist held various outstanding positions in his lifetime, to mention just but a few: In 1667 he was a fellow of the Trinity College in Cambridge and in 1669 he became a mathematics professor at Cambridge. In 1689 he was elected as a Member of Parliament to

⁴ Tim Lambert, *A Short Biography of Sir Isaac Newton* (<http://www.localhistories.org/isaacnewton.html> 19. 02. 2015).

⁵ <http://www.tate.org.uk/art/artworks/blake-newton-n05058> (23. 02. 2015).

⁶ <http://www.tate.org.uk/art/artworks/paolozzi-newton-t06957> (23. 02. 2015)

⁷ Isaac, Newton, *Optica*, Prefață, traducere și adnotări de prof. Victor Marian, Editura Academiei Republicii Socialiste România, București, 1970, p. 9.

represent Cambridge, a position he also held from 1701 to 1702 for the second time. In 1703 he was voted to be the President of the Royal Society of London while in 1705 he was knighted⁸.

One of Newton's important work is *Optics* – already mentioned in my paper –, which was first published in English in 1704, and two years later – in other words, in 1706 – in a scholarly Latin translation, the translator being Samuel Clarke. In this respect, Samuel Clarke, an English philosopher and Anglican clergyman, is regarded as being the major British figure in philosophy between John Locke and George Berkeley.

John Locke exercised a profound influence on political philosophy, in particular on modern liberalism, by clearly separating the realms of Church and State⁹. His arguments concerning liberty and the social contract later influenced the written works of Alexander Hamilton, James Madison, Thomas Jefferson, and other Founding Fathers of the United States. But Locke's influence may have been even more profound in the realm of epistemology. He redefined subjectivity, or self, and his work *An Essay Concerning Human Understanding* (1690) marks the beginning of the modern Western conception of the self¹⁰.

George Berkeley was an Anglo-Irish philosopher whose primary achievement was the advancement of a theory he called "immaterialism" (later referred to as "subjective idealism" by others). This theory denies the existence of material substance and instead contends that familiar objects like tables and chairs are only ideas in the minds of perceivers, and as a result cannot exist without being perceived. Berkeley is also known for his critique of abstraction, an important premise in his argument for immaterialism. In 1709, Berkeley published his first major work, *An Essay towards a New Theory of Vision*, in which he discussed the limitations of human vision and advanced the theory that the proper objects of sight are not material objects, but light and colour¹¹.

The book *Optica* analyses the fundamental nature of light by means of the refraction of light with prisms and lenses, the diffraction of light by closely spaced sheets of glass, and the behaviour of color mixtures with spectral lights or pigment powders. It is considered one of the great works of science in history. *Opticks* was Newton's second major book on

⁸ <http://writezillas.org/sample-essay-on-sir-isaac-newton-and-his-scientific-inventions.asp> (19. 02. 2015).

⁹ J. B. Shank, *The Newton wars & the beginning of the French Enlightenment*, The University of Chicago Press, Chicago, 2008, p. 113.

¹⁰ Mihai Radu Solcan, *Filosofia minții și știința cogniției*. București, 1999, p. 25–28.

¹¹ *Ibidem*, p. 26.

physical science, being a record of experiments and the deductions made from them, covering a wide range of topics in what was later to be known as physical optics¹².

The major significance of Newton's work is that it overturned the dogma, attributed to Aristotle or Theophrastus and accepted by scholars in Newton's time, that *pure* light (such as the light attributed to the Sun) is fundamentally white or colourless, and is altered into color by mixture with darkness caused by interactions with matter. Newton showed just the opposite was true: light is composed of different spectral hues (he describes seven — red, orange, yellow, green, blue, indigo and violet), and all colours, including white, are formed by various mixtures of these hues. He demonstrates that color arises from a physical property of light — each hue is refracted at a characteristic angle by a prism or lens — but he clearly states that color is a sensation within the mind and not an inherent property of material objects or of light itself. For example, he demonstrates that a red violet (magenta) color can be mixed by overlapping the red and violet ends of two spectra, although this color does not appear in the spectrum and therefore is not a *color of light*. By connecting the red and violet ends of the spectrum, he organised all colours as a color circle that both quantitatively predicts color mixtures and qualitatively describes the perceived similarity among hues¹³.

The *Opticks* was widely read and debated in England and on the Continent. The early presentation of the work to the Royal Society stimulated a bitter dispute between Newton and Robert Hooke over the *corpuscular* or particle theory of light, which prompted Newton to postpone publication of the work until after Hooke's death in 1703. On the Continent, and in France in particular, the *Opticks* was initially rejected by many natural philosophers, who continued to defend Cartesian natural philosophy and the Aristotelian version of color, and claimed to find Newton's prism experiments difficult to replicate. Indeed, the Aristotelian theory of the fundamental nature of white light was defended into the 19th century, for example by the German writer Johann Wolfgang von Goethe in his *Farbenlehre*¹⁴.

Newtonian science became a central issue in the assault waged by the philosophes in the Age of Enlightenment against a natural philosophy based on the authority of ancient Greek or Roman naturalists or on deductive reasoning from first principles (the method

¹² Victor. Marian, *Prefață*, în Isaac Newton, *Optica*, Prefață, traducere și adnotări de prof. Victor Marian, Editura Academiei Republicii Socialiste România, București, 1970, p. 6.

¹³ <http://www.scribd.com/doc/99701939/Teoria-Corpusculara-a-Luminii> (14. 01. 2015).

¹⁴ Geoffrey N. Cantor, *Optics after Newton. Theories of Light in Britain and Ireland, 1704–1840*, Manchester, Manchester University Press, 1983, p. 32.

advocated by French philosopher René Descartes), rather than on the application of mathematical reasoning to experience or experiment¹⁵.

At the end of his book, Sir Isaac Newton emphasized that, thank to his contribution in the field of optics, he also contributed to the development of natural philosophy. According to the specialists, natural philosophy or the philosophy of nature (from Latin *philosophia naturalis*) was the philosophical study of nature and the physical universe that was dominant before the development of modern science. It is considered to be the precursor of natural sciences such as physics. As a matter of fact, Sir Isaac Newton's *Philosophiæ Naturalis Principia Mathematica* (1687), for example, is nowadays translated *Mathematical Principles of Natural Philosophy*, and reflects the then-current use of the words *natural philosophy*, akin to *systematic study of nature*¹⁶.

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¹⁵ Constantin Noica, *Concepte deschise în istoria filozofiei la Descartes, Leibniz și Kant*, Editura Humanitas, București, 1995, pp. 65–66

¹⁶ Dana. Jalobeanu, "The politics of science and the origins of modernity: Building consensus in Early Royal Society", in *Zeitsprünge, Forschungen zur Früher Neuzeit*, 10, 2006, pp. 386–400, la pp. 386–387; Idem, *De rerum natura; Naturalism, Supernaturalism, Unnaturalism*, Bucharest–Princeton Seminar in Early Modern Philosophy, 14th edition, Organized by the Research Centre for the Foundation of Modern Thought (FME), University of Bucharest in collaboration with the Philosophy Department at Princeton University, Bran, Romania, 8–13 July 2014, *passim*.

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The LIVES4IT approach on access to documentation resources, education, training and research

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Abstract

Abstract: This paper describes the LIVES4IT approach which tries to activate a precedent on exploiting at the full use of free educational licenses and existing documentation, the creative and innovative potential of future graduates and their tutors and the collaborative intentions of firms. Its well-defined general objective is to promote a methodology of creating a necessary form of pragmatic knowledge materialized in knowledge pieces defined as: specific, contextual, persistent, interactive, platform independent, searchable and available in the academic-business partnership. This approach occurs in the context of: "explosion" of data, information and technology; rapid obsolescence of “know-how”; increasing training costs of IT firms; need to motivate on one hand the employers to want internships of future graduates and on the other hand the academic staff to adapt at least through creating and mentoring scientific papers rooted in reality and market needs; halved working time and increased performance when using such knowledge pieces grouped in on-line containers of interactive and emulated documentations and usage scenarios of real applications together with on-line interactive evaluation modules. The paper also gives some implementation solutions that support the LIVES4IT approach.

Keywords: LIVES4IT (*Learning with Interaction-based instruments and Valorising any Existing Support for Information Technologies*) approach, *On-Line Interactive and Emulated Documentation and Usage Scenario (OLIEDUS)*, *On-Line Interactive Evaluation Module (OLIEM)*

1. Introduction

The LIVES4IT approach occurs in the current context of: "explosion" of data, information and technologies; rapid obsolescence [1] (1-3 years) of skills and abilities to use information technologies in any field that must be updated in order to keep pace with the pace of evolution of technology, most often, niche; growing costs of IT firms to train new recruited employees and periodically retrain and also to maintain and / or adapt the staff structure according to specific projects / contracts; the need to motivate employers to accept and want collaborations and internships offered to future graduates motivated to be actively involved by knowing the firm specificity and certain application modules, in order to complete a scientific paper (dissertation / PhD thesis / article) rooted in reality and accompanied by OLIEDUS prototypes containing interactive multimedia elements, and also to acquire the experience needed both for employment and for individual portfolio; the need to motivate education and research staff in the field, from higher education institutions, to adapt to the needs of the labor market, at least by creating and guiding scientific papers accompanied by such prototypes, designed starting from specific realities (the accreditation procedures usually consumes many resources);

estimations of education structure according to which face-to-face component will be only a minor part of the e-learning [2] system and not vice versa, as at present; clear advantages of efficiency for interactive and supervised learning [3]; greatly diminished working time when simultaneously doing documentation and completion (just like in a real application) of a working scenario [4], here simulated as an OLIEDUS, followed by the possibility of activation of a specific OLIEM.

The main expected difficulties of the LIVES4IT approach are mostly related to the great amount of time [5] required to capture, crop, assemble, annotate and link the OLIEDUS sources (usually frames of interest from external/on-screen video recordings of real functional scenarios – fig.1) in specific interactive pieces to be made available on-line on one hand and to the design and programming of the corresponding OLIEM (usually forms as this in fig.1 and triggered data collectors – fig.2 and fig.3) meant to accompany such interactive pieces and to ensure their better reception and a concrete way of quantifying their level of understanding on the other hand.

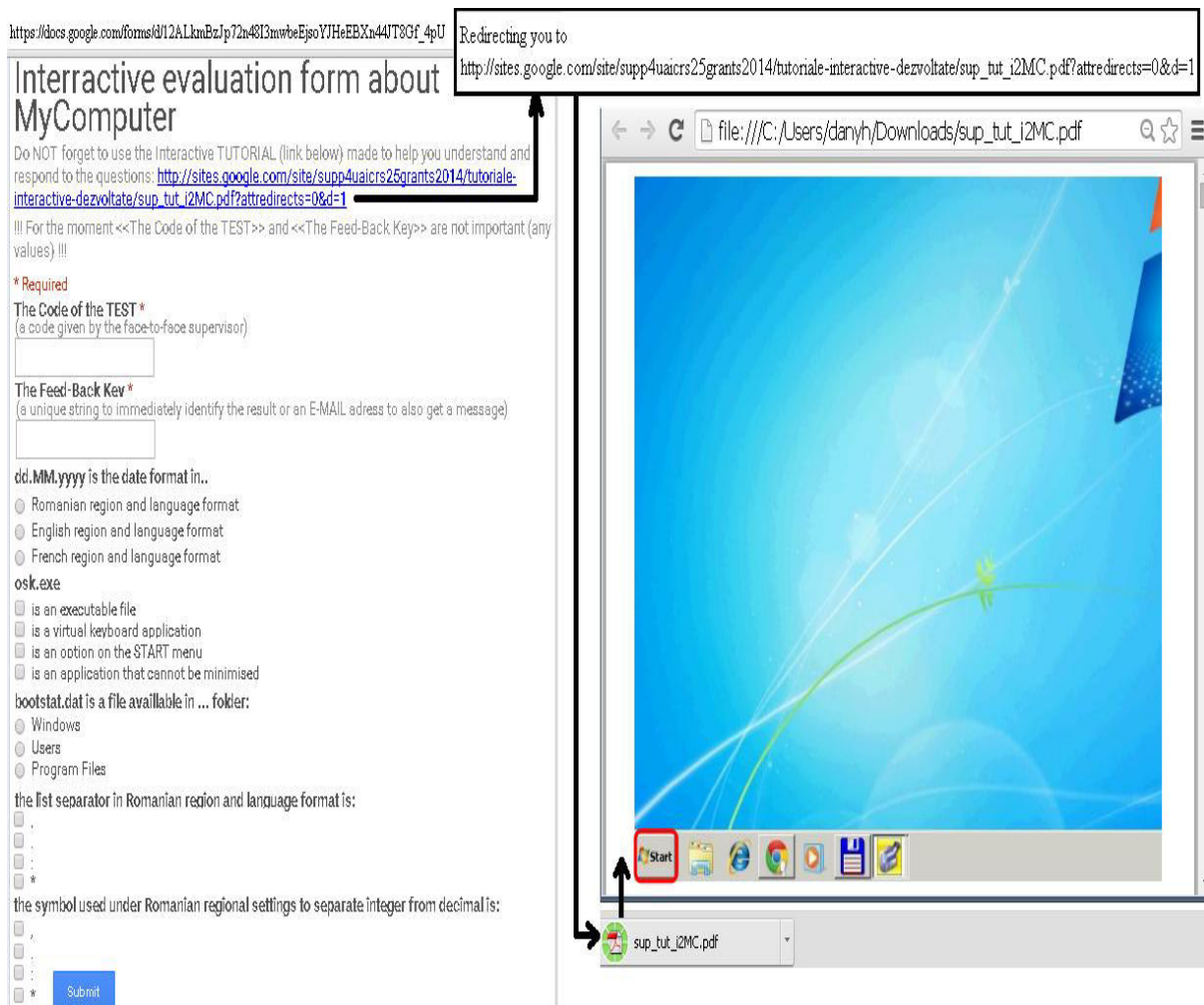


Figure 1. Example of OLIEDUS prototype (right - a Google Presentation saved as .pdf) associated to the evaluation form (left)

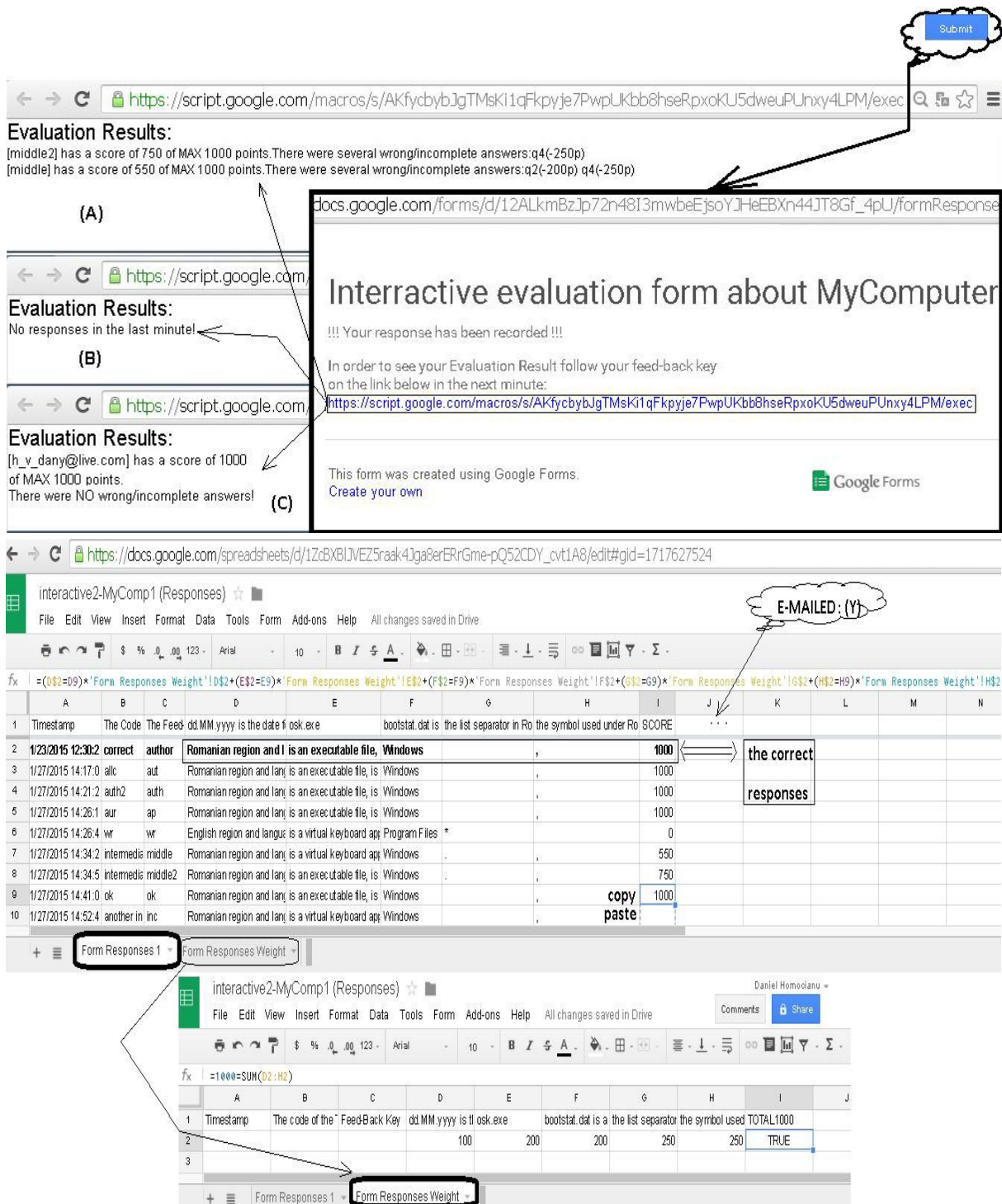


Figure 2. An on-line macro set to instantly give the evaluation result, edited in the form's data collector (spreadsheet - Tools / Script Editor) and accessible as link on the form's confirmation page

A current important limitation, starting from which the LIVES4IT approach was thought regards the real specificity of conceiving scientific papers that integrate in extremely few cases references to interactive scenarios as described above (OLIEDUS), created as special support for better understanding by the reader, and for assessing the level of reception. These shortcomings do not represent a long-term incentive neither for research, nor for the training of researchers. Furthermore, they encourage the creation of a barrier between research and teaching.

2. Simultaneous access to interactive and emulated learning content

Regarding the interactive content creation methodology, the LIVES4IT approach involves the use of free off-line tools for capturing and processing the primary sources of the OLIEDUS prototypes (e.g. Screen Recorder and VirtualDub) together with some free on-line applications (online presentations, and websites, video portals) for integrating the primary sources of these prototypes into:

- 1.) Dynamic Hyper Presentations [6] (DHP) that can be saved in Portable Document Format (.pdf) [7], made of slides containing one image each and interaction areas as transparent shapes with internal links pointing to other slides based on a custom interactivity scheme and also providing support for classic sequential access to slides by using scroll operations (fig.1 and sites.google.com/site/ppt4interactions/download);
- 2.) Hierarchical structures of web pages [8] connected by hyperlinks on certain areas of the image / images which are integrated in every single page (usually requires more time to develop).
- 3.) Video tutorials [9] enriched with elements of interaction as annotation-based links to other video tutorials or segments of video tutorials, not before loading them on an online platform (youtube.com/watch?v=LKTxHqBiKUs) in a refined format based on their primary (raw) sources captured and cut of unwanted segments (text editing, load time of applications, redundant segments and so on);

In the first two cases (1 and 2) because of optimisation reasons the capturing procedure will be set to record at a lower frame-rate (we recommend up to 30 fps [10]) and not to store the cursor's movement because the resulting video segment (e.g. Screen Recorder) will be exported as image sequences (e.g. VirtualDub). From these we will select only the most expressive frames needed to construct an efficient and suggestive interactivity schema (successful tests were made using Google Drive Presentations and MS Office PowerPoint 2013). The annotation procedure must occur after this point - preferably text boxes or callouts with text in order to ensure support for text searching in the final result (.pdf / web page).

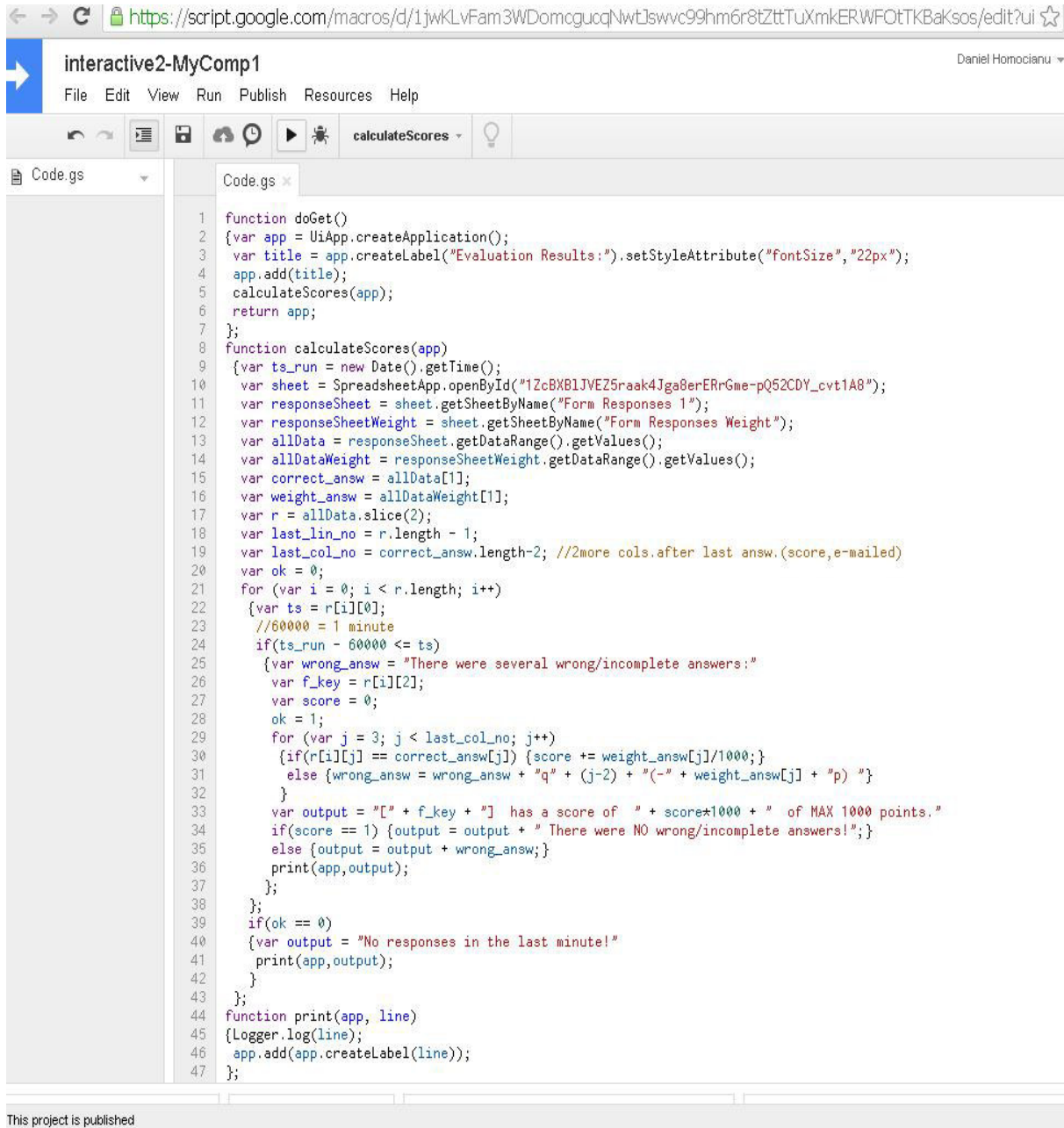
In the last case (3) the capturing procedure will consist in recording at a higher frame-rate (we recommend more than 30 fps), at a limited resolution (we recommend up to HD720 [11] because of eyes' speed of focus reasons [12]) and to store the cursor's movement (eventually in a shaded area) because the final result will be also a video segment, but one free of unwanted segments and embellished with annotations included before (usually static) or after (static / dynamic) the upload process.

The applicative and innovative nature of this interactive content creation methodology is mainly related to: the multitude of both on and off-line available development tools; the all-in-one specificity by creating simulation of real applications based on atomic components as interlinked images or video segments allowing both sequential and dynamic access together with modules of documentation in the form of contextual explanation containers (annotations); highly flexible interconnection schemes (usually pyramidal) of atomic components; the impact on scientific writing style when using OLIEDUS prototypes because of reasons related to the

failure of the static components (traditional figures and tables in content and traditional presentations and videos as references) when exclusively used.

3. The advantage of the corresponding evaluation module

Regarding the interactive evaluation methodology, the LIVES4IT approach is based on tools common with social investigation (questionnaire / survey) and statistical analysis used via on-line tools as websites (fig.6), forms (fig.1 - left), spreadsheets (fig.2), published macros (fig.3 and 4) and time triggered functions (fig.5), in order to develop multiple choice form-based evaluation modules (OLIEMs) with instant feed-back consisting in quantifiable results on the evaluation of the understanding level when using OLIEDUS prototypes (fig.1 - right).



```
1 function doGet()
2 {var app = UiApp.createApplication();
3 var title = app.createLabel("Evaluation Results:").setStyleAttribute("fontSize", "22px");
4 app.add(title);
5 calculateScores(app);
6 return app;
7 };
8 function calculateScores(app)
9 {var ts_run = new Date().getTime();
10 var sheet = SpreadsheetApp.openById("1Zc8XB1JVEZ5raak4Jga8erERrGme-pQ52CDY_cvt1A8");
11 var responseSheet = sheet.getSheetByName("Form Responses 1");
12 var responseSheetWeight = sheet.getSheetByName("Form Responses Weight");
13 var allData = responseSheet.getDataRange().getValues();
14 var allDataWeight = responseSheetWeight.getDataRange().getValues();
15 var correct_answ = allData[1];
16 var weight_answ = allDataWeight[1];
17 var r = allData.slice(2);
18 var last_lin_no = r.length - 1;
19 var last_col_no = correct_answ.length-2; //2more cols. after last answ.(score,e-mailed)
20 var ok = 0;
21 for (var i = 0; i < r.length; i++)
22 {var ts = r[i][0];
23 //60000 = 1 minute
24 if(ts_run - 60000 <= ts)
25 {var wrong_answ = "There were several wrong/incomplete answers:"
26 var f_key = r[i][2];
27 var score = 0;
28 ok = 1;
29 for (var j = 3; j < last_col_no; j++)
30 {if(r[i][j] == correct_answ[j]) {score += weight_answ[j]/1000;}
31 else {wrong_answ = wrong_answ + "q" + (j-2) + "(-" + weight_answ[j] + "p) ";
32 }
33 var output = "[" + f_key + "] has a score of " + score*1000 + " of MAX 1000 points."
34 if(score == 1) {output = output + " There were NO wrong/incomplete answers!";}
35 else {output = output + wrong_answ;}
36 print(app,output);
37 };
38 };
39 if(ok == 0)
40 {var output = "No responses in the last minute!"
41 print(app,output);
42 }
43 };
44 function print(app, line)
45 {Logger.log(line);
46 app.add(app.createLabel(line));
47 };
```

Figure 3. The source code (GAS - Google Apps Script [13]) of the on-line evaluation macro

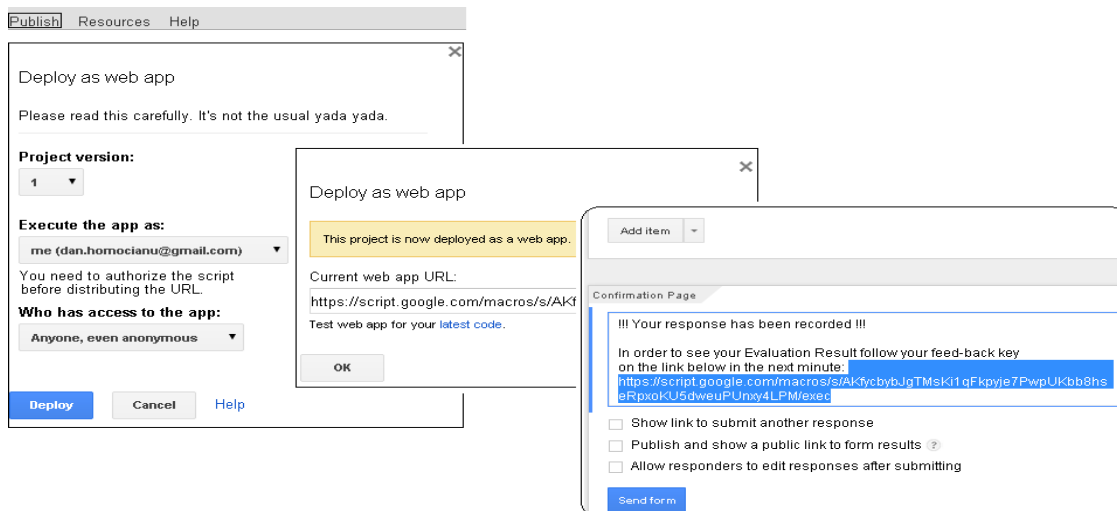


Figure 4. Deploying the on-line evaluation macro (left) and including it as link in the form's confirmation page

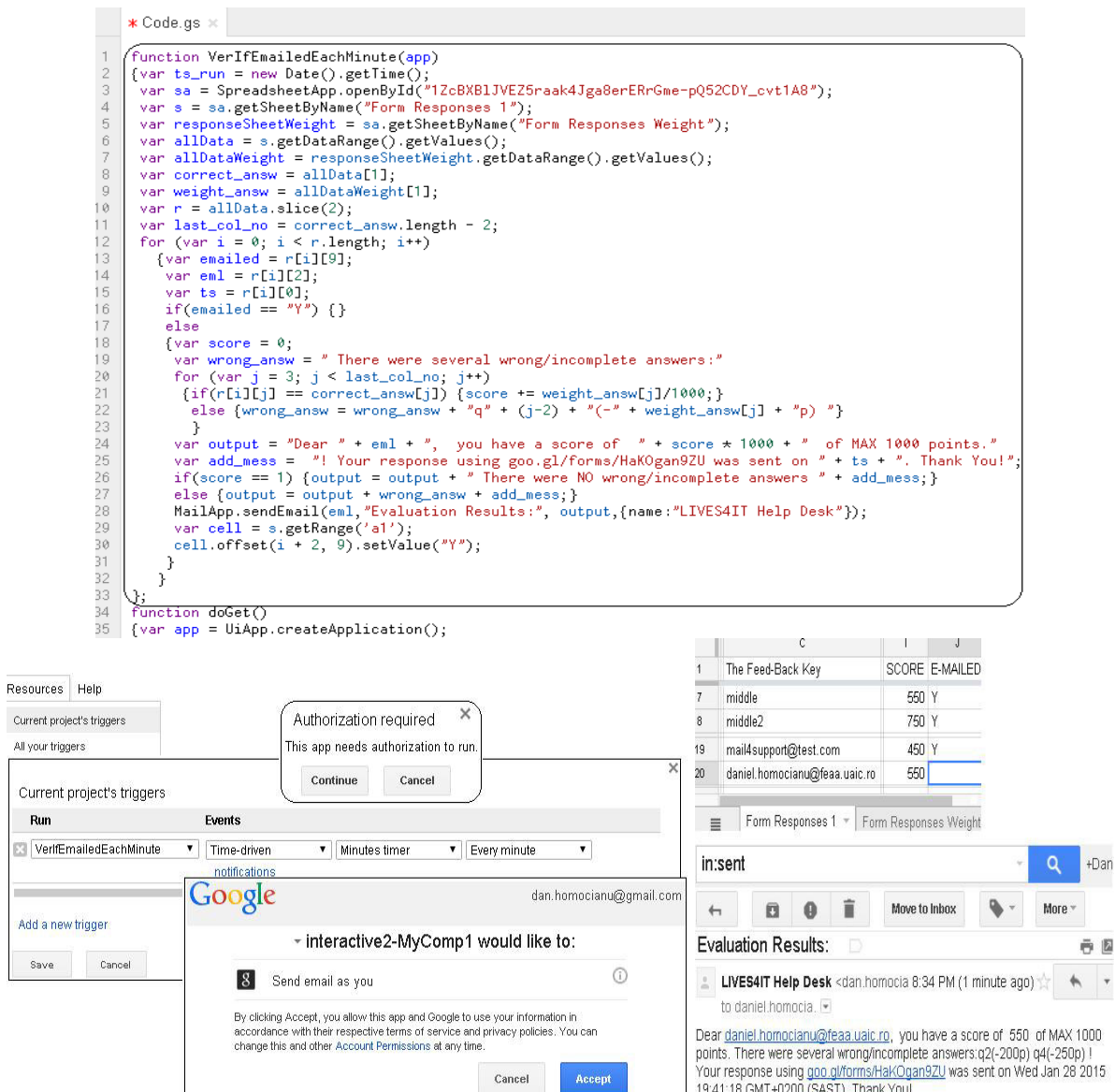


Figure 5. The source code (GAS) of the on-line time triggered function set to verify new entries and send e-mails containing the evaluation results

Interactive evaluation form about MyComputer

simpevform2mc

original form's location
or BELOW

PAGINA DE PORNIRE

INTERACTIVE EVALUATION FORM ABOUT MYCOMPUTER

SITEMAP

EMBED GADGET:

```
<iframe  
src="https://docs.google.com/  
forms/d/12ALkmBzJp72n4813m  
wbeEjsoYJHeEBXn44JT8Gf_  
4pU/viewform?  
embedded=true" width="800"  
height="400"  
frameborder="0"  
marginheight="0"  
marginwidth="0">Loading...  
</iframe>
```

Embed gadget

Interactive evaluation form about MyComputer

Do NOT forget to use the Interactive TUTORIAL (link below) made to help you understand and respond to the questions: http://sites.google.com/site/supp4uicrs25grants2014/tutorial-interactive-dezvoltate/sup_tut_i2MC.pdf?attredirects=0&d=1

!!! For the moment <<The Code of the TEST>> and <<The Feed-Back Key>> are not important (any values) !!!

* Required

The Code of the TEST *
(a code given by the face-to-face supervisor)

GOOGLE APPS SCRIPT:

```
http://script.google.  
com/macros/s/AKfyc  
bybJgTMsK11qFkpyje  
7PwpUKbb8hseRpxo  
KUSdweuPUInxy4LPM  
/exec
```

Script Apps

G.APPS SCRIPT TO PROCESS LAST MINUTE ENTRIES - REFRESH/F5 AND FOLLOW YOUR FEED-BACK KEY

Evaluation Results:
No responses in the last minute!

Figure 6. OLIEDUS (link) and OLIEM embed in a Google Sites website page

In our example, the design of the form questions was focused on certain screens in the OLIEDUS prototype. The novelty resides in the OLIEDUS-OLIEM combination (fig.6 and fig.7) and in the fact that there is no question associated to an “out-of-context” screen-shot. In fact the whole evaluation form (questionnaire) has a corresponding interactive and emulated documentation and usage scenario with a simulation logic that respects the logic of the real scenarios and applications. And that makes some differences: dynamic vs. static; portable vs. not portable (fig.8); integrative vs. not integrative; intuitive vs. not intuitive and so on.

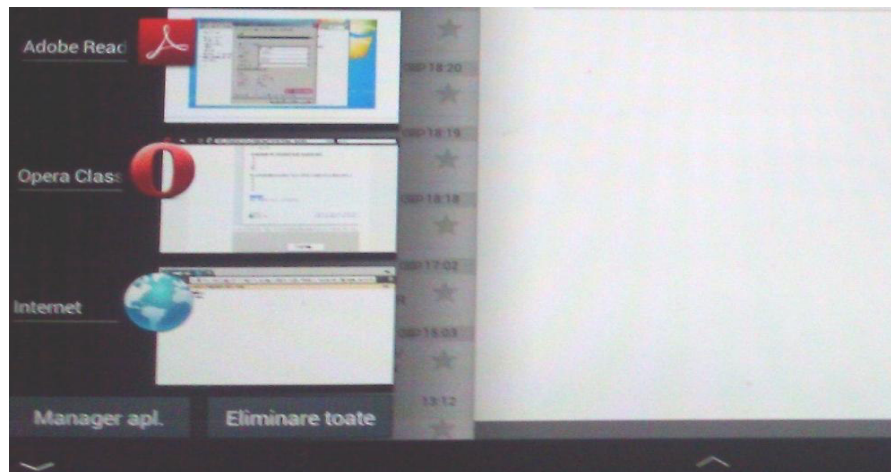


Figure 7. OLIEDUS in Adobe Reader and embed OLIEM in Opera Classic on an Android based Tablet

The instant feed-back we have designed for the moment (upper left side of the fig.2, bottom of fig.6) is available only by accessing the macro's link and just for up to one minute, showing almost instantly the last results even for multiple concurrent submissions, by following an anonymous (the case A - fig.2) or a non-anonymous feed-back key (the case C - fig.2). If the submitter instantly receive the message “No responses in the last minute” (the case B - fig.2), he must refresh the page by simply pressing F5, but in the same one minute (60,000 milliseconds) “time window”. This is due to the specificity of cloud computing which requires that changes made anywhere to be synchronized everywhere and that takes time [14] and generate certain lags. Anyway, we have compensated that by using an additional function included in the same script and time triggered (every minute) that verifies if there is any additional entry not already e-mailed (non “Y” values on E-MAILED) and sends just one e-mail with its corresponding results also changing its E-MAILED status from NULL to “Y” (Yes – fig.5) for every single row satisfying this condition.

4. Additional tests on portability

The OLIEDUS and OLIEM components that support the LIVES4IT approach were developed using a PC based on Windows7Ultimate64 and tested on two mobile platforms: (1) a Windows Phone 7.5 based HTC 7 Trophy T8686 (2010) single core CPU smart phone and (2) an Android Jelly Bean 4.1.2 (fig.8) based Samsung Galaxy Tab 2 10.1 (2013) dual core CPU tablet.

On the smart phone we have used the default Internet Explorer browser to get to the form. The interactive tutorial (OLIEDUS - here as a .pdf file) was automatically opened with the installed Adobe Reader X vers.10.1.2 when accessing it via the URL available on the form.

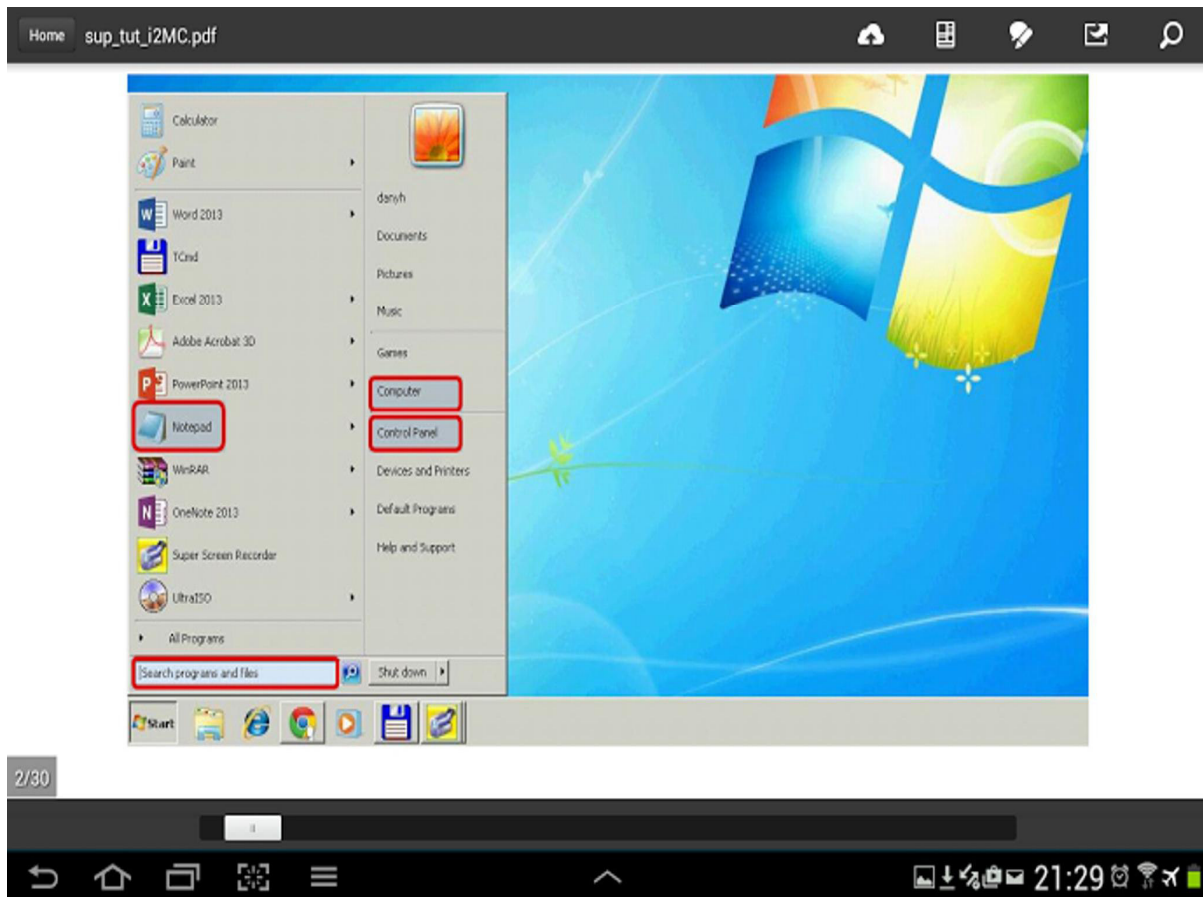


Figure 8. The OLIEDUS prototype as an interactive .pdf running on an Android based Tablet

All the pages of the integrative .pdf were viewable but just sequentially because the link-based interaction areas did not function under Adobe Reader X (natively required by Windows Phone 7.5). The completion of the form using it as an embed gadget within the website made in Google Sites (fig.6) was difficult because of so-called “slow reactions at zoom / scroll” reasons. When making these tests on Windows Phone there was this curiosity to fill two e-mail addresses separated by a comma in the feed-back key field (OLIEM). As consequence, after submitting the form, two e-mail messages were actually sent almost in the same moment.

On the tablet we have used the Opera Classic browser. The interactive tutorial in the .pdf file format (originally interactive presentation saved as .pdf) was automatically opened with Adobe Reader vers.11.7.1 (fig.7) when accessing it based on a link available on the form’s page. All the pages were viewable sequentially. But, what is very important is the fact that they were accessible using the link-based interaction areas giving the illusion of really using Windows 7 on an Android Tablet (fig.8).

In addition, the completion of the form have functioned well when using both the original location of the form (goo.gl/forms/HaKOgan9ZU - short URL) and the form as embed gadget (fig.6) within a page of the website made using Google Sites.

5. Conclusions

The general conclusion of this paper recalls the context of the LIVES4IT approach also underlining the importance of the way of dealing with knowledge in terms of capturing, mapping, sharing and evaluating.

The presented examples are meant to set the focus on the great development of the current technologies freely available for a large target group, and on the importance of their combined use.

The paper does not claim completeness although the approach was outlined after almost twelve years of research and dissemination of results combined with experimenting and using various educational methods and simulation, learning and evaluation tools and applications.

Acknowledgments

This paper was funded by “Alexandru Ioan Cuza” University of Iasi (UAIC) within the research grant no.GI-2014-17 - the competition, named “Grants for Young Researchers at UAIC” and also by The Department of Research of The Faculty of Economics and Business Administration (FEAA), UAIC.

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A new perspective for the Library of the Lucian Blaga University of Sibiu: Digital Collections in Open Access (OA)

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The Library of the "Lucian Blaga" University of Sibiu

Abstract: The Library of the "Lucian Blaga" University of Sibiu wants to promote the scientific communication and to ensure the free and easy access to the research and intellectual creation results. So, there will be presented the local collections published in Open Access in the Digital Library of the LBUS: Old books and periodicals, the scientific literature, abstracts of the doctoral theses, bibliographic references.

Furthermore, we intend to achieve a dedicated web platform (e-Ref) for publishing the references and the scientific publications, thus supporting the professional network initiative «The European Library» for data connection - Linked Open Data (LOD).

Keywords : Open Access, digital library, scientific publications

Open Access - global context

We start from the definition of IFLA (the International Federation of Library Associations and Institutions) for "Open Access Publication", which includes two conditions:

- a. *"The author(s) and copyright holder(s) grant(s) to all users a free, irrevocable, world-wide, perpetual (...) right of access to, and a licence to copy, use, distribute, perform and display the work publicly and to make and distribute derivative works in any digital medium for any reasonable purpose, subject to proper attribution of authorship, as well as the right to make small numbers of printed copies for their personal use".*
- b. *A complete version of the work and all supplemental materials, including a copy of the permission as stated above, in a suitable standard electronic format is deposited immediately upon initial publication in at least one online repository that is supported by an academic institution, scholarly society, government agency, or other well-established organization that seeks to enable open access, unrestricted distribution, interoperability, and long-term archiving."* (1)

We find here the fundamental principle of the liberty of access to information, as well as the support of the universal and equitable access to information, which in the context of today's society, called that of the "knowledge" is vital for the social, educational, cultural, economic and democratic welfare of the people, of the communities and organizations. Hence the importance of this concept, movement and business model, with the generous aim of providing free access and the possibility of reusability of the scientific knowledge in the form of research articles, monographs, data.

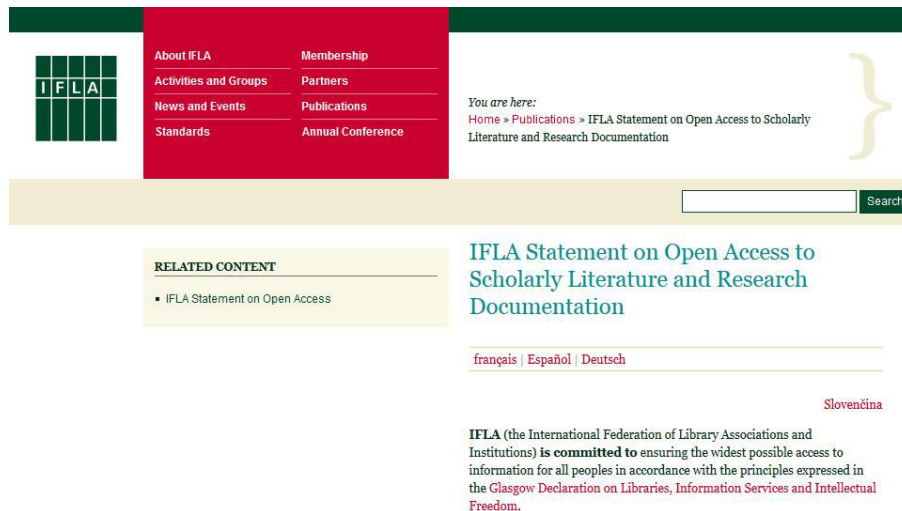


Fig.1. IFLA web site about Open Access Statement

Open access is a key issue on the IFLA agenda concerning the information and signing the "Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities". (2)
 The statement was developed in a conference of the Max Planck Institute in Berlin, in October 2003 and it is one of the most important marks of the Open Access movement. The declaration promotes the open access to the scientific knowledge and to the cultural heritage.



Fig.2. Berlin Declaration about Open Access

The principles of the Open Access movement include the following:

- encouraging the researchers to publish their work in open access,
- encouraging the holders of cultural heritage to support the open access by providing their resources on the internet,
- developing the means and ways to evaluate the open access contributions and the online journals to ensure continuous quality standards and good scientific practice,
- mediating for open access publications to be recognized in the promotion and the stability of the evaluation
- promoting the intrinsic merit of the contributions to an open access infrastructure by the software tool development, the content provision, the metadata creation or the publication of individual articles.

The open access contributions include the original scientific research results, the raw data and metadata, the source materials, the digital representations of the pictorial and graphical but also multimedia materials.

Open access brings important benefits to the scientists:

- the provision of research and research results without financial barriers, legal and technical on accessing;
- researchers benefit of an increased visibility, an increase in the use and impact of their work;
- it helps display the research efforts of the institution;
- it brings maximum visibility for the publishing houses, it helps increasing the number of readers and the impact on the content; this means that an improved service is offered for the dissemination of the research;
- it increases the flow of knowledge between the developed countries and the developing ones.

Open Access - the European context

In the European Union, the Open Access and the preservation of the research results are considered to be of the utmost importance in the future development strategies, asking the member states to take part in the stimulating politics for this purpose: "The European Commission Recommendation 711 of 27 October 2011 on the digitization and online accessibility of cultural material and digital preservation "(3)



Fig.3. Digital Agenda: A Europe 2020 Initiative

(1) The "Digital Agenda for Europe tries to optimize the benefits of the information technologies for the economic growth, creating jobs and improving the quality of life for the European citizens, as part of the Europe 2020 Strategy. Digitization and preservation of Europe's cultural memory which includes prints (books, magazines, and newspapers), photographs, museum exhibits, archival documents, audio and audiovisual materials, monuments and archaeological sites (hereinafter called "cultural material") is one of the key areas approached by the digital agenda. "

(2) The "EU strategy for digitization and preservation is based on the work done the recent years within the digital libraries initiative. The European actions in this area, including the development of the Europeana institution, the digital library, archive and museum of Europe, were supported by the European Parliament and Council [...] and highlight the need for a coordinated digitization effort."(3)

"Open Access to scientific information provides researchers, businesses and citizens with improved and free of charge online access to EU-funded research results, scientific publications and research data.

Our objective is to optimize the impact of publicly-funded scientific research, both at European level through FP7 and Horizon 2020 and at the member state level. This is essential for Europe's ability to enhance its economic performance and improve the capacity to compete through knowledge. One way to get there is open access."(4)

Open access at the LBUS Library

The LBUS Library participation in the digitization project "*Europeana Libraries 2011-2012*" had allowed us to become a member of the professional network "*The Europeana Library - (TEL)*" (5), which brought together the most prestigious national, university and research libraries. The digital collections the LBUS library provided were processed and harmonized at the metadata specialized information systems TEL level, embedded in the TEL Library and then transferred to the large digital library repository of the digital library "Europeana" (6). One of the implicit conditions was the metadata publishing in OA and the original digitized documents, of more than 70 years old, located on the local server of the LBUS Library, to be as well available in OA.



Fig.4. Digital Library of the LBUS and Europeana Cloud Collection

Working with the TEL reorganized continued in the ongoing project "*Europeana Cloud 2013-2015*". The Sibiu digital collections provided herein, from the Brukenthal Museum Library and the Metropolitan Library of the University "Lucian Blaga", which describe the specific multicultural coexistence in Transylvania are subject to the same conditions of publishing in Open Access.

During 2014, the TEL organization led a campaign of promoting the more evolved concept, "Linked Open Data (LOD)" in the most important European libraries:

- *The British Library*
- *The French National Library*
- *The National Library of the Netherlands (KB)*
- *Cambridge University Library*
- *The Spanish National Library*
- *The German National Library*

The LBUS Library disseminated this information and the promotional materials on the local publishing web site: <http://bcu.ulbsibiu.ro/noutati/2014/lod.htm>



Linked Open Data (LOD) innovations in libraries - The European Library campaign

The European Library is running an awareness campaign to promote Linked Open Data (LOD) innovations in libraries across Europe. This awareness campaign is designed to give maximum exposure to LOD initiatives before the RLUK-LOD Hackathon on Wednesday 14th May in London. We have designed a set editorials that will highlight 6 LOD use cases across Europe:

- The British Library
- Cambridge University Library
- The French National Library
- The Spanish National Library
- The National Library of The Netherlands (KB)
- The German National Library

Fig.5. Linked Open Data promotion campaign by TEL

An important document concerning the access to the information is **the Lyon Declaration on Access to Information and Development**. The LBUS Library signed, together more than 125 institutions, the statement released in August 18th at the IFLA World Congress of Libraries and Information (16 to 22 August 2014). Its purpose is to positively influence the development Agency of the United Nations post 2015, by including in the list of the objectives set for the period 2016-2030 the access to information as a fundamental right.



IFLA World Library and Information Congress
80th IFLA General Conference and Assembly
16-22 August 2014, Lyon, France

Congress theme: “ Libraries, Citizens, Societies: Confluence for Knowledge

Fig.6. IFLA 2014 - Lyon Declaration

Open Access in Romania

In Romania the scientific research has declined continuously, emphasized by the worst international cooperation in the publication of scientific papers. ***"Demand for knowledge is weak and there is an underdeveloped innovation culture."*** (DG Research)

Libraries were those who initiated and promoted OA, either locally or in their national association, ABR. They had developed institutional repositories, supporting the local scientific research and production of the related universities. On the UNESCO website dedicated to the OA (7) deposits appear highlighted in: the *"Carol I" Central University Library, the Central University Library in Bucharest, the Academic Public Administration Studies Archive (APAS) and the Transylvania University of Brasov*. We can also find an active lawyer of the OA in the organization Kosson, the OpenAIRE partner (Open Access Infrastructure for Research in Europe), signer of the Declaration of Budapest and who had developed the website Deposit Blog for Open Access. (8)

All along Romania there are however many digital libraries that offer impressive cultural archives, among which we have to mention: *the National Library, the Digital Library of Bucharest, the Romania's Digital Library - Dacoromanica (the Bucharest Metropolitan Library), the Cimec Digital*

Library, the Digital Library of the Cluj "Lucian Blaga" Central Library , the LBU Sibiu Digital Library.

In this context it has been salutary signing the document "National Strategy for Research, Development and Innovation" in October 2014, in which OA means "access to knowledge". The new strategy aligns Romania to the European policies - "*Innovation Union*" and prepares "*the new Horizon 2020 financing instrument*".

The priority is providing and supporting the OA in research by:

- Ensuring the access to the basic research on all the scientific bodies
- Encouraging Romanian publishing research results in OA.

Open Access - conclusions

The Nobel laureate for Medicine in 2014 took a critical position concerning the most important scientific publications, recognized and appreciated worldwide, but by the editorial policy publication severely limiting the access of the young researchers, due to the fees charged for acceptance for publication. The alternative is to publish in the OA journals. They should be supported and promoted. In this regard, during the recent years there had been a strong increase of the OA movement, development and implementation in more and more universities and research centres.

In Romania the publishing initiatives in OA have emerged and developed locally in the major institutions of higher education, opening towards the opportunities offered by OA. A national coordination of the OA movement is missing; there is no publishing indexing catalogue in OA, or a support for this process of a great future.

The LUBS Library aims to develop the digital repository already constituted, by attracting the online publication of the scientific and academic papers, the doctoral theses.

It is open to authors and publications from outside the academic environment of **Sibiu**.

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Teaching and Learning History in the Era of Digital Knowledge. National and European Perspectives

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Beginning roughly in the 14th century in Florence, and later spreading through Europe with the development of the printing press, a Renaissance of knowledge challenged traditional doctrines in science and theology, with the rediscovery of classical Greek and Roman knowledge. Simultaneously, the Protestant Reformation under German Martin Luther questioned Papal authority. Henry VIII seized control of the English Church and its lands, allying in ensuing religious wars between German and Spanish rulers. The Reconquista of Portugal and Spain led to a series of oceanic explorations resulting in the Discovery that established direct links with Africa, the Americas, and Asia, while religious wars continued to be fought in Europe, which ended in 1648 with the *Peace of Westphalia*. The Spanish Crown maintained its hegemony in Europe and was the leading power on the continent until the signing of the *Treaty of Pyrenees*, which ended a conflict between Spain and France that had begun during the Thirty Years' War. An unprecedented series of major wars and political revolutions took place around Europe and indeed the world in the period between 1610 and 1700. Observers at the time, and many historians since, have argued that wars caused the revolutions.

The 14th century was also a time of great progress within the arts and sciences. A renewed interest in ancient Greek and Roman texts led to what has later been termed the Italian Renaissance.

The Renaissance was a cultural movement that profoundly affected European intellectual life in the early modern period. Beginning in Italy, and spreading to the north, west and middle Europe during a cultural lag of some two and a half centuries, its influence affected literature, philosophy, art, politics, science, history, religion, and other aspects of intellectual enquiry. Toward the end of the period, an era of discovery began.

The growth of the Ottoman Empire, culminating in the fall of Constantinople in 1453, cut off trading possibilities with the east. Western Europe was forced to discover new trading routes, as happened with Columbus's travel to the Americas in 1492, and Vasco da Gama's circumnavigation of India and Africa in 1498.

European overseas expansion led to the rise of colonial empires, producing the Columbian Exchange, the widespread transfer of animals, plants, culture, human populations, communicable diseases, technology and ideas between the American and Afro-Eurasian hemispheres in the 15th and 16th

centuries. The combination of resource inflows from the New World and the Industrial Revolution of Great Britain, allowed a new economy based on manufacturing instead of subsistence agriculture. This transition included going from hand production methods to machines, new chemical manufacturing and iron production processes, improved efficiency of water power, the increasing use of steam power, and the development of machine tools. It also included the change from wood and other bio-fuels to coal. Textiles were the dominant industry of the *Industrial Revolution* in terms of employment, value of output and capital invested; the textile industry was also the first to use modern production methods. The major impact of the Industrial Revolution was that the standard of living for the general population started to rise. Starting in 1775, British Empire colonies in America revolted to establish a representative government. Political change in continental Europe was spurred by the *French Revolution* under the motto *liberté, égalité, fraternité*. Inspired by liberal and radical ideas, the Revolution profoundly altered the course of modern history, triggering the global decline of theocracies and absolute monarchies while replacing them with republics and democracies. Through the Revolutionary Wars, it unleashed a wave of global conflicts that extended from the Caribbean to the Middle East. Historians widely regard the Revolution as one of the most important events in human history. The ensuing French leader, Napoleon Bonaparte, conquered and enforced reforms through war up to 1815.

The period between 1815 and 1871 saw a large number of revolutionary attempts and independence wars. In France and the United Kingdom, socialism and trade union activity developed. The last vestiges of serfdom were abolished in Russia in 1861, was the first and most important of liberal reforms effected during the reign (1855-1881) of Emperor Alexander II of Russia. The reform effectively abolished serfdom throughout the Russian Empire, and Balkan nations began to regain independence from the Ottoman Empire. After the Franco-Prussian war, Germany and Italy unified into nation states, and most European states had completed their *Risorgimento* nationalism becoming constitutional monarchies. The capture of Rome in 1870 ended the Papal temporal power. The *Capture of Rome* (20 September 1870) was the final event of the long process of Italian unification known as the *Risorgimento* which defeated the Papal States under Pope Pius IX and unified the Italian peninsula under King Victor Emmanuel II of the House of Savoy. Rivalry in a scramble for empires spread in what is known as The Age of Empire.

The "*short twentieth century*", from 1914 to 1991, included the first World War, the Second World War and the Cold War. The First World War drastically changed the map of Europe, ending four major land empires (the Russian, German, Austro-Hungarian and Ottoman empires) and leading to the creation of nation-states across Central and Eastern Europe. The October Revolution in Russia and the resulting civil war led to the creation of the Soviet Union and the rise of the international communist movement. Later, the Great Depression caused fascist dictatorships to take power across central Europe, leading to the Second World War. That war ended with the division of Europe between East and West, and also caused the gradual collapse of several colonial empires, with the British and French

(and other) empires ending indecolosation – the independence of new states from 1947 to 1970. The fall of Soviet Communism between 1989 and 1991 left the West as the winner of the Cold War and enabled the reunification of Germany and an accelerated process of a European integration that is continuing today, but with German economic dominance.

The outbreak of the *First World War* in 1914 was precipitated by the rise of nationalism in Southeastern Europe as the Great Powers took up sides. The Allies, led by Britain and France, joined by Italy in 1915 and by the United States in 1917, defeated the Central Powers led by the German Empire and Austria -Hungary in 1918. During the Paris Peace Conference the Big Four imposed their terms in a series of treaties, especially the *Treaty of Versailles*. Of the many provisions in the treaty, one of the most important and controversial required "Germany accept the responsibility of Germany and her allies for causing all "the loss and damage" during the war. The treaty forced Germany to disarm, make substantial territorial concessions, and pay reparations to certain countries that had formed the Entente powers. The human and material devastation was far greater than anyone dreamed.

The Great Depression broke out in 1929. The Great Depression was a severe worldwide economic depression and led to the collapse of democracy in state after state. The Nazi Regime under Adolf Hitler came to power in 1933, rearmed Germany, and along with Mussolini's Italy sought to gain full control of the continent by demands and appeasement, and then by the Second World War. Following the Allied victory in the Second World War, Europe was divided by the Iron Curtain. The Central-East was dominated by the Soviet Union, and the countries in that region became communist states. The rest was dominated by capitalist countries under the economic and military leadership of the United States. Both of the leading countries were superpowers. Most non-communist European countries joined a US-led military alliance NATO and formed the European Economic Community among themselves. The countries in the Soviet sphere of influence joined the military alliance known as the Warsaw Pact and the economic bloc called Comecon. A few small countries were neutral. Germany and Italy became two major industrialized countries again, due their post-war economic miracle, and joined the 1st G6 summit with the UK and France.

The European Union involved the division of powers, with taxation, health and education handled by the nation states, while the EU had charge of market rules, competition, legal standards and environmentalism. Defense policy was handled by the nations through NATO, but the EU did have a role in setting foreign policies. The Soviet economic and political system collapsed in 1989-91, leading first to the end of communism in the satellite countries in 1989, and then to the dissolution of the Soviet Union itself in 1991. As a consequence, Germany was reunited, Europe's Integration deepened, the continent became depolarised, and the European Union expanded to include many of the formerly communist European countries.

The European Union came under increasing pressure because of the worldwide recession after 2008. The major issues include financial aid to near-bankrupt countries, increasing intolerance of poorly assimilated immigrants, distrust of Germany's increasing power, tensions with Russia, rejection of Turkey's membership, and different views about the EU's future.

Are the libraries ready for the Web 2.0 challenge? The response of the Romanian libraries - case study

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Abstract

This paper presents the Web 2.0 model and its implications for libraries, raising the question whether the libraries and the librarians are really ready for the big changes imposed by the Library 2.0 innovations and values of collective participation and community building. It is not only a matter of technological and social change, it is also a problem of knowledge accessibility and authoritative information management, and more important a problem of accepting the transformation of the library from a traditional, well ordered and organized structure governed by international standards and regulations into a collaborative, user-centered, interactive and open organisation.

Providing a brief overview of the Romanian libraries response to Web 2.0 challenge, the paper suggests that, despite being the most modern and popular web-based environment, Web 2.0 remains still an enigma for the Romanian libraries and librarians.

Keywords: Web 2.0, Library 2.0, Romanian libraries, Technology usage

Introduction

In today's ever more technology-centric world, people communicate. People interact and are connected to others, almost exclusively, through Internet open communication platforms. They also get most of the information from Internet. Therefore, it is crucial to make and maintain connections, to share ideas and information, to use the power of collaboration, to enable participation and identity building, to be part of a group. The Web 2.0 technologies are tools which empower their users to create and exchange information and knowledge, to enable serendipitic discoveries, to build communication with others, to enable interaction and sharing content and ideas. Web 2.0 is a very complex concept. It includes new, people-oriented tools but also innovations in the ways we think about and use the internet. Davis describes Web 2.0 as "an attitude not a technology"¹. Web 2.0 is about flexibility and social networking. Collaborative and democratic, user-centered and based on community "radical trust"²(blogs, wikipedia, *Google page rank*) and not on an authority having the power of decision, based on recommendations (tagging, bookmarking, customer reviews, comments) and not on a chain of commands, based on cooperation and not on control, Web 2.0 is often associated with the Long Tail concept³ or Pareto's principle because Web 2.0, as "collective intelligence", permits the reconsideration of the so called niche areas of information which, put together, can demonstrate the value and the importance of the individual or of the community he or she belongs to, the value and the importance of his or hers

¹ DAVIS, I., "Talis, Web 2.0 and All That", *Internet Alchemy* blog, 4 July

²CHATII, Mohamed Amine ; JARKE, Matthias, SPECHT, Marcus ; MAILLET, Katherine. PLEM: a Web 2.0 driven Long Tail aggregator and filter for learning. In: *International Journal of Web Information Systems*, Vol. 6 Iss: 1

³ ANDERSON, Chris (2006), *The Long Tail: Why the Future of Business is Selling Less of More*, Hyperion, New York

specific needs expressed through the data and information published and shared on the network which become information sources for other individuals and communities. O'Reilly wrote about "the collective power of the small sites that make up the bulk of the web's content"⁴, Amazon, iTunes and eBay representing the best examples in this respect.

Following the same Web 2.0 underlying principles, the Library 2.0 concept represents, according to Holmberg⁵ "an attempt to apply Web 2.0 technologies to the purpose of the library, together with goal for greater community involvement". The idea was taken from Lankes⁶ who considers the Library 2.0 "as a as facilitator of knowledge through conversation". Library 2.0 includes the online services, the online social network tools and an important flow of information from the library users to the librarians, encouraging their feedback and participation, transforming the patron from content consumer to content creator and transforming the library into a user-centered environment. Although the Library 2.0 term was used for the first time in 2005 by Casey, part of the concept was implemented in libraries long before this date, in different manners: web sites, open access reading rooms, open public access catalogues, remote access databases, mobile access to full-text scientific databases, controlled vocabularies and thesaurus, group study rooms, e-mail reference services, web forums, library tours, newsletters, brochures, posters. Even the Ranganathan's laws are a proof of the reader-oriented library approach.

The most important elements of Library 2.0 are: users' empowerment through participation in the creation of content, e-resources gaining a much larger proportion in the collections, better communication between users and library, acceptance of change and innovation.

In this context, how do the users value the library: as a place to study or as a place to meet? as a place to use the computers or as a place to socialise with others? Are the libraries part of the circle of friends that represents the core of the social network? How many users pay attention to the library's web tools? *The National Library of France* registered on 2015, February, 10th, 48.628 likes, whereas Patricia Kaas registered 161.528 likes. *The National Library of Romania* registered on the same date, 4.646 likes and the Humanitas Publishing House registered 7.377 likes whereas singers like Salam or Carmen Serban registered more than 150.000 likes.

The answers are not an easy task. It is true that libraries have to adapt their collections and services to the new environment and trends, but are the libraries ready for this kind of changes? Are really the Web 2.0 tools a great challenge for the library services or it's all about image, success and library promotion? Nesta and Mi consider that "the rush of libraries to put themselves onto Facebook or to purchase public catalogues that allow for tagging and user reviews has to be weighed against the very low participation of their targeted users"⁷. It is not only a matter of technological and social change, it is also a problem of knowledge accessibility and authoritative information management, and more important a problem of accepting the transformation the library from a traditional, well ordered and organized structure governed by international standards and regulations into a collaborative, interactive and open organisation, but still a rigorous and trusted

⁴ O'REILLY, Tim. (2005). What is Web 2.0? : Design Patterns and Business Models for the Next Generation Software.

⁵ HOLMBERG, Kim ; HUVILA, Isto ; KRONKVIST-BERG, Maria ; WIDEN-WULFF, Gunilla. What is the Library 2.0. In: *Journal of Documentation* 65.4 (2009): 668- 681.

⁶ LANKES, David ; Silverstein, Joanne ; Nicholson, Scott. Participatory networks: the library as conversation. In: *Information Technology and Libraries*, Vol 26, No 4 (2007).

⁷ NESTA, Frederick ; MI, Jia. Library 2.0 or Library III: returning to leadership. In: *Library Management* 32.1/2 (2011):

institution, a “sacred place” for its patrons. The benefit added to the library services based on the users’ contribution is very little. The data got from the collective participation improve neither the services nor the OPACs quality because, usually, the patrons supply tags which replicate title or existing keywords. The library catalogs or the scientific full-text databases are complex information systems built and maintained by experts in cataloguing and indexing, having a deep expertise in descriptive cataloging and subject heading assignment. For instance, there is no room for comparison between a library catalogue and the LibraryThing site which is a socializing space, often referred to as “Facebook for books”, connecting people and helping them to write a comment about a certain book, to categorise it according to some personal markers and informal tags, to offer reading suggestions and book descriptions, to organize a private collection of books. The site has almost 2 million members and over 80 million books. The commercial titles have a large number of tags and comments, but the specialized works are not taken into account by the public. For instance, *The DaVinci code* novel is in attention of over 50.000 site’s members, having over 1000 comments and 36 book descriptions whereas *Catalogue 2.0: The Future of the Library Catalogue* by Sally Chambers has no comments, no descriptions, no recommendations and presents interest only for 12 members.

Today’s libraries, as a combination of the past and the present, keeping up with new technologies, remain unique and irreplaceable spaces and gateways for information seekers, “whether they access the information via a handheld computing device or the front door of their local library”⁸. The libraries websites are windows for providing information to the users outside the walls. Most of the libraries have integrated Web 2.0 tools in their websites. This paper presents a survey of the websites of public and academic libraries in Romania regarding the adoption of Web 2.0 tools, users’ participation on Facebook library accounts, the implemented library integrated systems and their 2.0 features, purposes for which Web 2.0 technologies are used.

Literature review

One of the earliest surveys was done in 2007 in UK by Shoniwa and Hall⁹. The experiment assessed the extent of Web 2.0 adoption in 152 UK academic libraries. RSS tool was by far the most popular with a rate of implementation of 18%, followed by blogs (11%), podcasts (7%), mashups and IM (2%), bookmarking and wikis (1%). At that time, there had not been an interest for folksonomies, user tagging and social sites. The majority of the librarians argued that they have not identified a practical benefit for the implementation of such services. They suggested, for instance, that folksonomies were still being examined for their utility within the library, particularly in the context of issues of trust.

In 2011, Mahmood and Richardson¹⁰ explored 100 member academic libraries of the Association of Research in US and concluded an overwhelming acceptance of various web 2.0 tools in US academic libraries. RSS was the most popular tool, the second most popular feature was instant messaging – the reference and information services were delivered online to distant users through

⁸ HENDRIX, Jennifer C. Checking out the future: Perspectives from the Library Community on Information Technology and 21st-Century Libraries

⁹ SHONIVA, Pride ; HALL, Hazel. Library 2.0 and UK academic libraries: drivers and impacts,. In: New Review of Information Networking, 13:2 (2007), 69-79.

¹⁰ MAHMOOD, Kalid ; RICHARDSON, John V. Adoption of Web 2.0 in US academic libraries: a survey of ARL library websites. In : Program 45.4 (2011): 365-375

live chatting. The third popular tool was social networking. 89 libraries were using Facebook for sharing news, pictures, and video clips and marketing their services. 85 libraries were using Twitter for microblogging. It is very interesting to observe that 55 libraries used social bookmarking and tagging in different ways – user tagging in OPACS, subject guides registered in Springshare software, which provides keyword for searching and tagging and del.icio.us for social bookmarking. 47 libraries were using Flickr for sharing pictures and events.

A very interesting study was experimented, in 2011, by Buigues-Garcia and Giemenez-Chornet¹¹ regarding the adoption of Web 2.0 in national libraries all over the world. The authors assessed 105 websites, 51 from Europe, 21 from Asia, 20 from America, 11 from Africa and 2 from Oceania. The findings are unexpected because only 27 libraries, which is 25,7% of the total, could be considered as Library 2.0, meaning that at least 3 tools were implemented on their websites. It is worth to be mentioned that the highest number of tools was implemented by Library of Congress (19 tools), National Library of Spain (16 tools) and National Library of Wales (14 tools), followed by British Library and Library of Alexandria with 13 Web 2.0 tools implemented in each. The National Library of Romania was not considered a Library 2.0. The most used tools were Facebook, RSS and Youtube.

A similar research study was performed by Walia and Gupta¹², in 2012, on 66 national libraries with full-English websites. The National Library of Romania was not included in the list, most probably because its website was available only in Romanian. The authors concluded that only 28 national libraries (42%) adopted one or more Web 2.0 technologies. They ranked the popularity of Web 2.0 tools as follows: RSS, the most used tool, with 89% rate of implementation, SNS and microblogging with an implementation rate of 57%, social bookmarking/tagging with a rate of 39%, podcast/vodcast – 35%, blog – 32%, instant messaging – 25% and photo sharing, the least used tool, with an implementation rate of 17%.

Later on, in 2014, another survey was conducted by Boateng and Liu¹³ in 100 US academic libraries. The results revealed that all libraries had a social media presence on Facebook and Twitter, making SNS the most widely applied web 2.0 tool. Blog was the second most popular tool with a 99% participation rate, followed by RSS and IM/Chat with a participation rate of over 90%. Social bookmarking and tagging tools like Delicious, Diigo and Pinterest were also used by 39% of libraries. The wiki was the least popular Web 2.0 tool.

Constantinescu¹⁴ published in 2011 a research study to establish uptake of Web 2.0 technologies by the Romanian libraries. A strict selection was made and only 7 libraries were chosen, the most important ones. For comparison, *Library of Congress* was also considered. The findings revealed that all libraries used Facebook, except the *National Library*. Only one library, the *Library of the University of Medicine in Bucharest* implemented Instance Messaging and Twitter. The author also observed the features of OPACs, measured the sites' uptime and the sites optimization for mobile devices. The OPACs had not ranking capabilities, tagging or reviews. No websites were optimized.

¹¹ BUIGUES-GARCIAA, GIMENEZ-CHORNET, Vicent. Impact of Web 2.0 on national libraries. In: International Journal of Information Management, Volume 32, Issue 1, February 2012, Pages 3-10

¹² Application of web 2.0 tools by national libraries <http://www.webology.org/2012/v9n2/a99.html>

¹³ BOATENG, Frank; LIU, Yan Quan. Web 2.0 applications' usage and trends in top US academic libraries. In: Library Hi Tech 32.1 (2014): 120-138

¹⁴ CONSTANTINESCU, Mihai. Studiu asupra implementării principiilor Library 2.0 în bibliotecile din România. În: Revista Romana de Biblioteconomie și Știința Informării, nr 3/2011

Problem statement

According to the National Institute of Statistics, there are 2663 public libraries and 97 academic libraries registered in 2012 in Romania. The public libraries include county libraries, city libraries and village libraries, having the mission to provide the community they serve with free and open access to information for recreation, education and reference. The academic libraries play a vital role in support of study and scholarly research within the hosting universities, both state and private universities. The scope of this study is to observe whether the Romanian libraries are keeping pace with the rapidly changing of technological environment and to make an analysis regarding the openness and flexibility of the Romanian libraries in adopting user-participated web 2.0 tools for promoting their image and for enhancing the quality of their services, for collecting feedback from the patrons and for information reuse.

Research method and instruments

For this study, a strict selection was made: 40 county libraries and 58 academic libraries hosted by the state universities in Romania, including the four central university libraries in Bucharest, Iași, Cluj and Timișoara. In addition, the National Library of Romania and the Metropolitan Library in Bucharest were considered. In total, 100 libraries were selected. The websites of these libraries were visited in order to observe the Web 2.0 technologies implementation and usage. It was also interesting to find out to what extent, the Romanian libraries are exploring the mobile devices as a way to connect with patrons, in other words how many libraries are using Mobile Apps for promoting mobile services that are optimized for mobile web platforms. “Library in your pocket” or “Library to go” is not only a matter of shrinking the page to fit to the small screen; it is a question of creating a library mobile website, using only essential and relevant content, reducing options and simplifying. Another call of this study was to examine what are the integrated library systems used by the selected libraries and if their OPACs have 2.0 facilities like user tagging and reviewing to provide a richer discovery experience. The library websites were visited to check usage of web 2.0 tools. The library automation systems were also explored to verify whether the OPAC interfaces offer user-generated reviews, end-user tagging, bookmarking, alerting services, faceted search results, Relevancy Ranking, federated search. The findings of the study are presented below.

Results and discussion

Romanian public libraries

Among the 42 public libraries, 26 (63%) are using Web 2.0 technologies to interact with their users. There are 16 public libraries with no web 2.0 technology on their website, 2 libraries adopted 6 tools, 1 library implemented 5 tools, 3 libraries accepted 4 types of web 2.0 technologies, 2 libraries were interested in 2 Web 2.0 instruments and seven libraries decided to use only 1 web 2.0 technology.

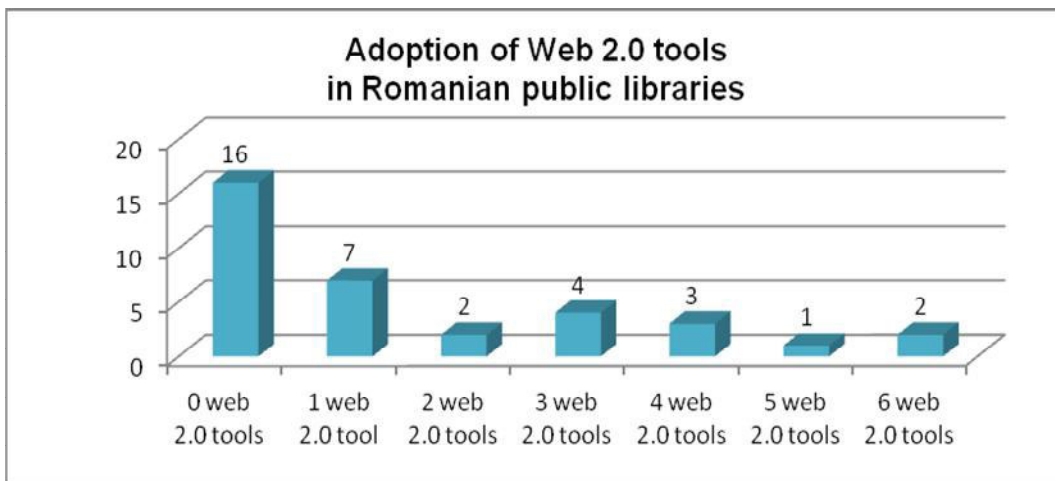


Fig. 1

The most popular tool is Facebook, with an implementation rate of 42%, followed by Blog with a 26% rate of participation. YouTube is the third popular tool, 9 libraries (21%) using it for promoting different services and events.

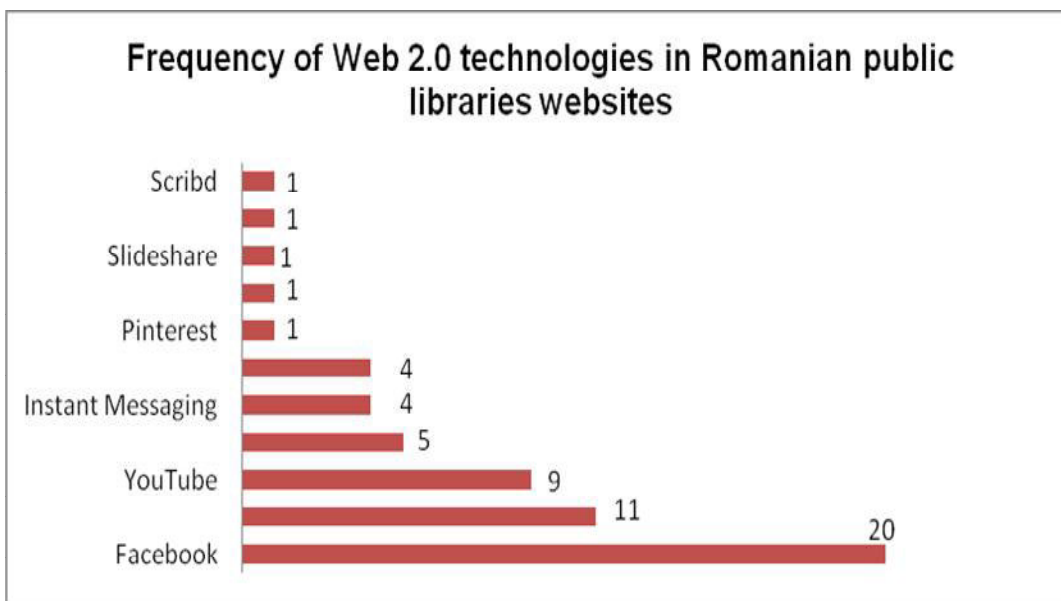


Fig. 2

The study also shows that 5 libraries have accounts on Twitter for sharing library updates. RSS, Instant Messaging and Flickr are used by 4 libraries each. The least used tools are Picassa, Pinterest, G+, Slideshare and Scribd, each tool being adopted only by one library. There are in total 11 Web 2.0 tools which have been uptaken by the Romanian public libraries.

Library integrated systems are implemented in 28 public libraries (66%), TinRead is used in 17 libraries, Liberty is implemented in 3 libraries, Qulto in 2 libraries, eBibliophil in 5 libraries and 2 libraries are using in-house systems. TinRead OPAC has Web 2.0 facilities like bookmarking, faceted search results and federated search. Liberty has account alerts facilities but only for the subscribed users. eBibliophil has Web 2.0 facilities like book reviewing and recommendation, wishlist and book ranking. Qulto has MyOpac facilities for the registered users.

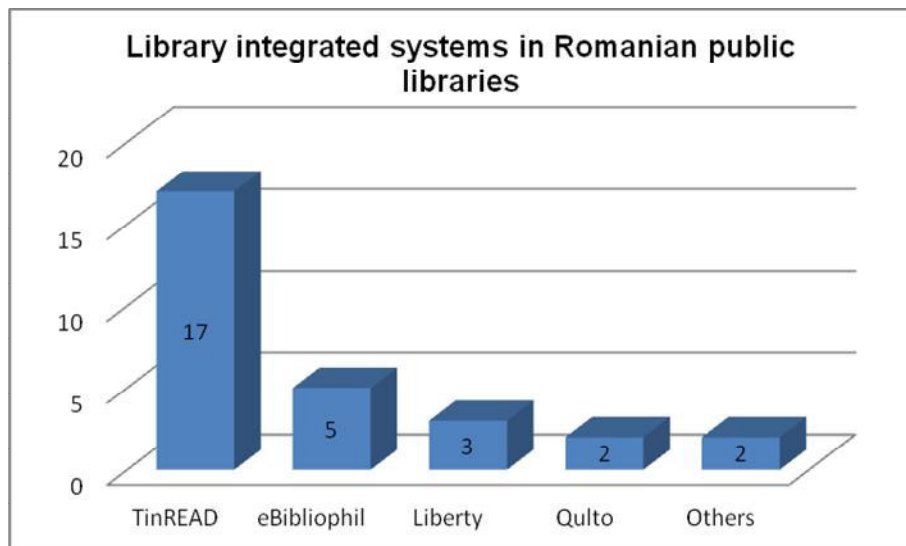


Fig. 3

Romanian academic libraries

Regarding the assessment of the 58 academic libraries hosted by the state universities in Romania, including the four central university libraries in Bucharest, Iași, Cluj and Timișoara, the results show that the usage of Web 2.0 is very low. The study reveals that 43 academic libraries (74%) have no Web 2.0 tools on their sites and 13 libraries have a presence on Facebook, which is the most popular tool. Only two libraries are using 2 web 2.0 technologies, “Lucian Blaga” Central University Library in Cluj offers Facebook and G+, whereas the library of the “Ion Ionescu de la BRAD” University of Agricultural Sciences and Veterinary Medicine in Iasi uses YouTube and Picasa.

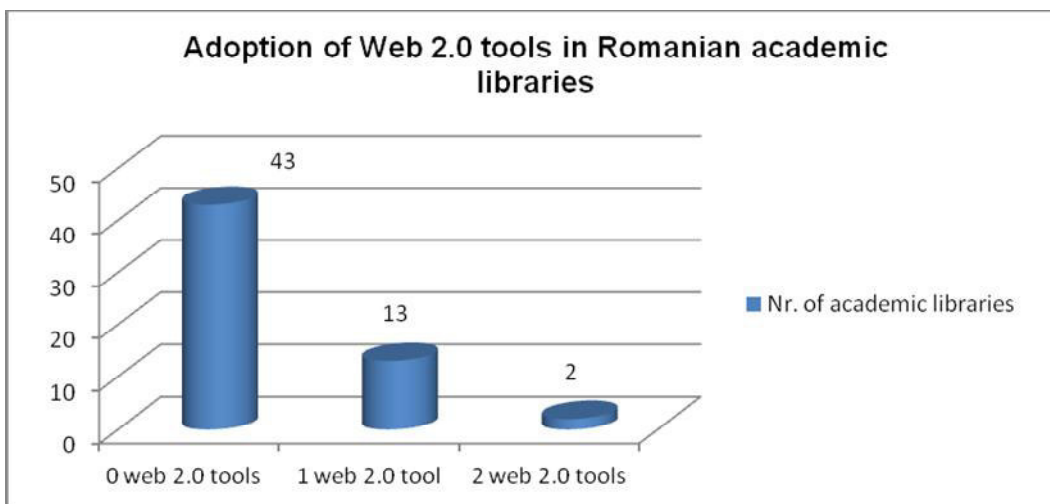


Fig. 4

The range of Web 2.0 technologies implemented by the academic libraries remains rather narrow with 4 adopted tools (Facebook, YouTube, G+, Picasa) versus 11 Web 2.0 tools uptaken by the public libraries. Is this situation surprisingly? Are the academic libraries not interested in sharing information or in allowing users' involvement in their activities or in getting their feedback? The possible answers could vary from institution to institution. It could be a problem of lack of technological or human resources, lack of time, lack of skills or, more probably, a problem of policy which is focused more on developing professional library services and information discovery tools for supporting study and research. The academic libraries are, most probably, more concerned with

performing specialized cataloguing and indexing, providing distance access to scientific databases, supporting collection development and digital collections building, adding value through shared services, creating learning spaces, enhancing reference and instruction services. The findings regarding the number of library integrated systems implemented by the academic libraries reveal that 42 libraries (72%) are using an automated system to build and maintain the bibliographic catalogue: 38 proprietary systems, 2 in-house systems, 1 MS Access application and one CDS/ISIS software package. In addition, *Central University Library “Mihai Eminescu” in Iasi* uses the library resource portal *MebFind*, enabling users to search and browse through all the library’s resources, having “guided navigation” features, basically faceted browsing and searching, allowing the subscribed patrons to add tags, to write comments.

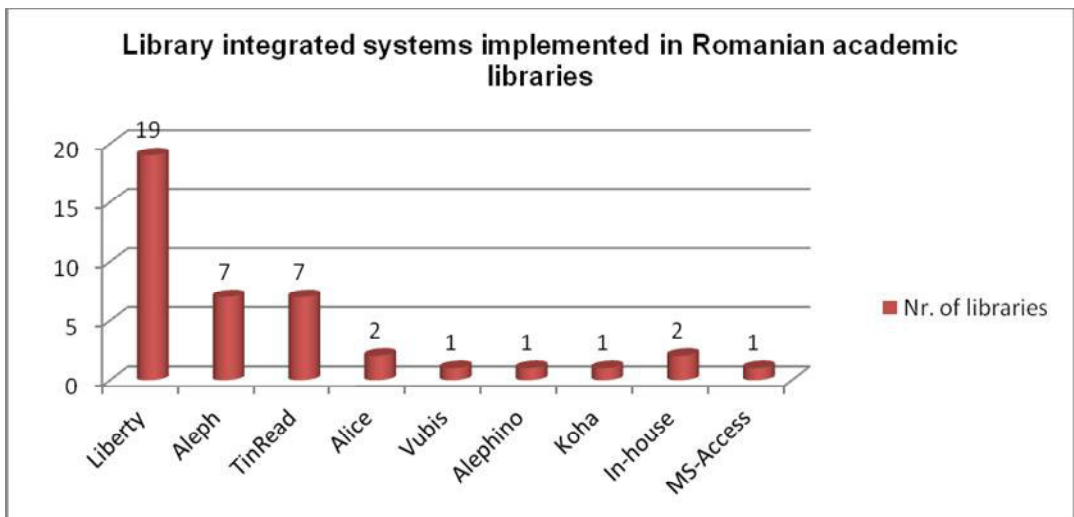


Fig. 5

Users’ participation in Web 2.0 technologies

Another interesting issue to be assessed is the users’ participation in these technologies. In this respect, for all the audited Facebook accounts (31), the number of likes was considered. All these Facebook accounts were examined in January 2015 and re-examined in February 2015. The results suggest that the patrons participation of both, public and academic libraries is quite low. The Metropolitan Library of Bucharest is the library with the highest likes count, over 9000 likes, followed by “Carol I” Central University Library with 7639 likes and “V. A. Urechia” Library in Galati with 6920 likes. For the next five libraries the number of likes varies from 3174 to 4646, and all other 23 libraries register less than 2800 likes. It is worth to mention that the comparison between January 2015 and February 2015 indicates that users are not very enthusiastic in discovering the library Facebook page because the “likes” increase during this short period of time is extremely low. 10% is the highest increase recorded at “*Octavian Goga*” Library in Cluj. On the second position is the *Metropolitan Library* with 5,5% increase. Most of the libraries have an increase ranging from 0% to 1,3%. Regarding the feedback, usually the people writing comments are colleagues working in the same library or in different other libraries. The posts with photos attract more comments than others. It is obvious that the library users have a poor participation on the wall activity, proving that they are not interested in generating content. This analysis raises inevitably questions on whether the library efforts to engage users through the library’s Facebook account are successful.

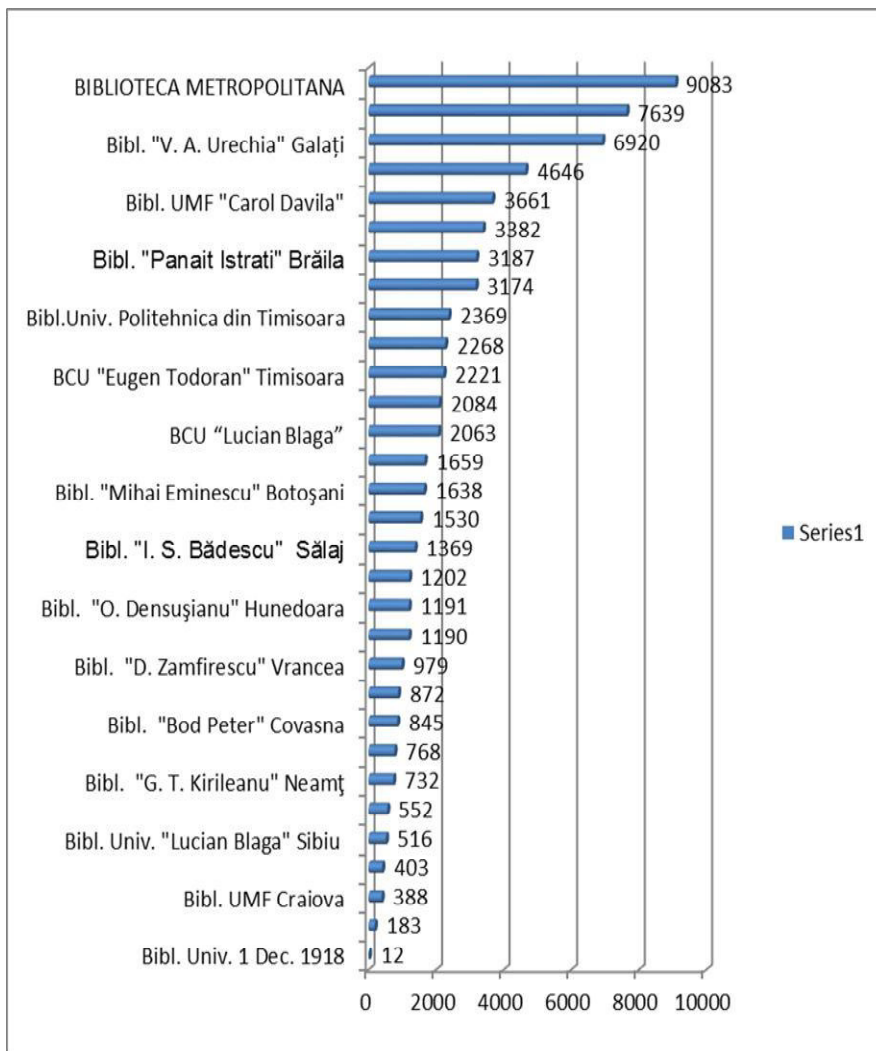


Fig. 6 "Likes" on library Facebook
February 2015

Purposes for which Web 2.0 technologies are used

The study reveals that Romanian libraries are using Web 2.0 technologies for sharing news, general information about libraries, books, study and reading, information regarding the events organized by the library, photos and video clips. Web 2.0 is also used for marketing the library services. The real problem is that libraries should use Web 2.0 technologies not only as an announcement service but also as a communication platform where users can exchange information and ideas with the library staff and among themselves. Moreover, the users could add value to the library services.

Conclusion

The results of this exploratory study indicate a moderate acceptance of various Web 2.0 tools in Romanian public libraries and a low adoption of these technologies in Romanian academic libraries. The data show that 63% of the public libraries are using Web 2.0 technologies whereas only 26% of the academic libraries are encouraging users feedback and participation in the development and maintaining of library services. The number of Web 2.0 tools chosen by the public libraries is 11 versus 4 tools uptaken by the academic libraries. Facebook is widely adopted, while instant messaging, RSS, blogs, presentation sharings are used less. The library integrated systems are extensively implemented both in the academic environment (72%) and in the public libraries (66%).

TinRead is preferred by the public libraries and Liberty has the highest rate of implementation in the university libraries. Regarding the optimization for mobile devices, the study observes that no library website is optimized. Comparing the results of this study with the findings described by Constantinescu in 2011, it is interesting to point out that some of the present OPACs are improved, having some 2.0 facilities like faceted browsing and searching, user tagging and reviewing. Regarding the users' participation in generating content on Facebook pages, the study suggests that the interest is quite low. For instance, the highest "like" count is over 9000 whereas British Library and Library of Congress register over 200.000 likes. It is probably the time for the Romanian libraries to revise their websites according to the so called Next Generation requirements.

Providing a brief overview of the Romanian libraries response to Web 2.0 challenge, the paper's conclusion is that, despite being the most modern and popular web-based environment, Web 2.0 remains still an enigma for the Romanian libraries and librarians.

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The European project aiming at valorizing cultural plurality.

The case of the LBUS Library in the Europeana Cloud

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Abstract: The LBUS Library is the only contributor of Romania in the **Europeana Cloud project** (2013-2015), participating with two digital collections that are illustrating the ethnic multicultural coexistence in the history of Sibiu. Culture has become a priority on the EU agenda when it was understood that the European integration depends mainly on the cultural integration and the national identity was considered to be the social cohesion vector by rediscovering the cultural and historical values, having the motto “unity in diversity”. This paper is an attempt to reflect the common past of the Romanians, Germans and Hungarians in Transylvania, in the 18th and 19th centuries, reflected in several works, included in the collection “Sibiu - Historical and multicultural coexistence”, the contribution of the LBUS to the **Europeana** Digital Library.

Keywords: *Transylvania, multicultural coexistence, history of Sibiu, the Orthodox Church, cultural development, digital library, Europeana Cloud, European Union*

Multiculturalism - global context

Multiculturalism is a complex phenomenon entailing various aspects: theoretical, political, ethnical and ideological. It has several meanings and often causes passionate debates, especially if we take into consideration the recent events in the European space: the attacks in France and Denmark, the illegal African immigrants landing on the coasts of Italy every day, the way in which Romanian migration is regarded by the British public opinion and the denigration of our entire nation in British mass-media. In political theory, this is a specific problem which has been discussed at large. As a “policy of difference” associated to liberalism, multiculturalism is based on the principle of equality and accepts the individual differences within a colectivity. Although multiculturalism is a complex phenomenon entailing that several social diversities are brought into agreement, in practice, in Central and South-Eastern European states, it is reduced to identifying

identities and acknowledging ethnic and cultural minorities. Multiculturalism opposers find their allies in the conservative thinking of those Western politicians who fear that a too rapid enlargement of the European Union may jeopardize economic development and affect its political stability even more.

Multicultural politics are not a legacy of modern and liberal states, even though this is what the public generally believes. Historical empires instituted democracy, colonial and immigrant societies, while East-European countries were faced with the problem of multiculturalism after the communist regimes. There are many models of multicultural politics and they are dependant on political, social and multicultural circumstances in various parts of the world. Sometimes, even states that are similar from a cultural the point of view develop different multicultural policies. (1)

If multiculturalism is understood as a state of fact, as an expression that simply records the existence of a multitude of cultures, these meanings should be mentioned. If a certain society is culturally heterogeneous, pluralism assimilates it as such. On the other hand, if a society is not heterogenous, pluralism does not have to multiculturalize it. Nowadays, the prevailing type of multiculturalism is still anchored in ethnicity, but still, it is cultural. (2)

Multiculturalism - local historical context

This paper is a modest attempt to reflect the common past of Romanians, Germans and Hungarians in the geographic area of Transylvania. The paper aims at offering a historiographical perspective on a civilization which was not always characterized by peaceful coexistence, understanding and the acceptance of alterity. At the end of the 17th century, Transylvania was incorporated into the Austrian Empire an autonomous principality. In 1685, Transylvania was invaded by Austrian troops and in 1699 the Ottoman Empire ceded Hungary, Transylvania, Croatia and Slavonia to Austria. The Banat of Temeswar remained part of the Ottoman Empire until 1718 when Banat was annexed by Austria.

In 1698, the Alba Iulia Synod ruled that Transylvanian Romanians were to unite with the Church of Rome, which opened the way to their cultural emancipation. Nevertheless, they did not get the political rights that they had been promised. Bishop Inocențiu Micu-Klein established the seat of the Romanian Church United with Rome in Blaj, turning the city in a centre of Romanian spirituality. He also established the Transylvanian School (ro. *Școala Ardeleană*) movement.

Some Romanian orthodox communities did not accept the synod's decision to unite with the Church of Rome: mostly, Romanians in Southern Transylvania, Banat and Southern Crișana remained faithful to the Orthodox Church, while the majority of Romanians in Northern Crișana, Transylvania and Maramureș accepted the union with Rome.

The Austrian administration made the first countings regarding the census of Transylvanian population. According to the estimates made between 1712 and 1713 by the *Verwaltungsgericht*, the Austrian administrative authority, the ethnic groups of Transylvania were as follows: 47% Hungarians, 34% Romanians, and 19% Germans (Saxons and Swabians). (3)

“*Cujus est regio, illius est religio*” (“whose realm, his religion”), George Barițiu stated. This state phrase adopted at the beginning of the Reform by European protestant rulers was also applied in Transylvania by Calvinist princes, by the the country’s Diets and counselors on the Greek Orthodox Church. The rigour imposed was very similar to the rigor and oppression imposed in the same times on the Christian world by the Ottoman Empire. Through his Diploma Leopoldinum issued in 1691, emperor Leopold solemnly ensured full liberty of observance to the four confessions. (4) “*Locuitorii se află dezbinați în cîte cinci și mai multe confesiuni religioase, precum este de exemplu în Transilvania, locuiesc alătura și amestecați romano-catolici de rit latin, greco-catolici de rit grecesc, reformați calviniani, protestanți luterani sau augustani, sociniani sau ariani, care neagă divinitatea lui Isus Christos, neagă și păcatul stramoșesc, resping toate cele 7 sacramente, cum și tot ce se numește în cele două Biserici mari tradiție.*” (n.tr. The inhabitants are divided in five or more religious confessions, as it the case in Transylvania, for example: Latin rite Roman Catholics, Greek rite Greek Catholics, reformed Calvinists, Protestant Lutherans or Augustins, followers of Socianism or Arianism live next to each other, denying the divinity of Jesus Christ, the original sin, rejecting all the 7 Sacraments, as well as everything that the two great Churches call tradition.) (5)



Fig.1. G. Barițiu – *Istoria Transilvaniei* and *Telegraful Român* 1864

Another historical period began for the Church in 1691 and, especially, in 1700 when the religious division took place. It was the most interesting from the viewpoint of duration, marked by great acts of violence, bloodshed, lasting until the time of Emperor Joseph II (1780-1790), who quenched religious fanaticism and tempered proselytism through his Edict of Tolerance. “Ura inse dintre catolici și protestanți era neasemuit mai inflăcărată și mai înrădăcinată. La ura religioasă se mai adăgea și vechia ură națională dintre maghiari și germani heredită din vecuri și trecută prin toate generațiunile.” (n. tr. “Nevertheless, the hatred between Catholics and Protestants was as fiery and as deep as ever. Religious hatred was doubled by the old national hatred between Hungarians and Germans, inherited since foretimes and passed down all generations.”) (6)

Contribuțiuni istorice privitoare la trecutul Românilor de pe pământul crăiesc (n. tr. Historical Contributions on the Past of Romanians on Royal Lands) is a document describing the battles of the Romanian people in Transylvania with against rulers. The 1784 Report of the Aulic Chancellery of Transylvania refers to the lands taken from the Romanians in Orăștie, the banishment of locals from the communes belonging to the Seat of Sibiu and the 1786 grievances of Romanians in Sighișoara. “*Soarta a voit ca poporul român din Ardeal și Ungaria să trăiască veacuri de-a rîndul fără o organizare proprie politică precum o aveau popoarele conlocuitoare, după ce acestea îi sdrobiseră organizația străveche. Astfel veșnic umbrat de împrejurimea dușmănoasă, poporul nu a fost în stare să se înalțe spre lumină, nu a putut să producă flori și roade. I-a lipsit pătura cărturărească, intelectualii răsăriți din mijlocul lui, meniți să-i fie conducători conștienți și ca atari să dea expresiune gîndurilor și aspirațiunilor lui.*” (n. tr. “Faith put the Romanian people in Transylvania and Hungary through centuries of no political organization of their own, as was the case of coinhabiting peoples, after they had destroyed its ancient organization. Thus, forever overshadowed by adverse circumstances, the people was incapable to rise towards the light, to reap flowers and fruits. It lacked the class of scholars, its own intellectuals meant to be its sensible rulers and thus expressing its thoughts and aspirations.”)

Beginning with the second half of the 18th century and until the end of the 19th century, the national movement of Transylvania mainly, but not exclusively, developed from a cultural and religious phenomenon into a fully conscious militant political movement. This process was based on three aspects: the assertion of Samuil Micu as a representative figure of Romanian Enlightenment in Transylvania, the secularization of Romanian social and political thinking and the triumph of the idea of nationality in the middle of the 19th century and the alliance between Romanians, Slovaks and Serbians at the 1895 Congress of Nationalities. Scholars shaped the national idea, established the goals that needed to be met and organized political actions to fulfil these goals.

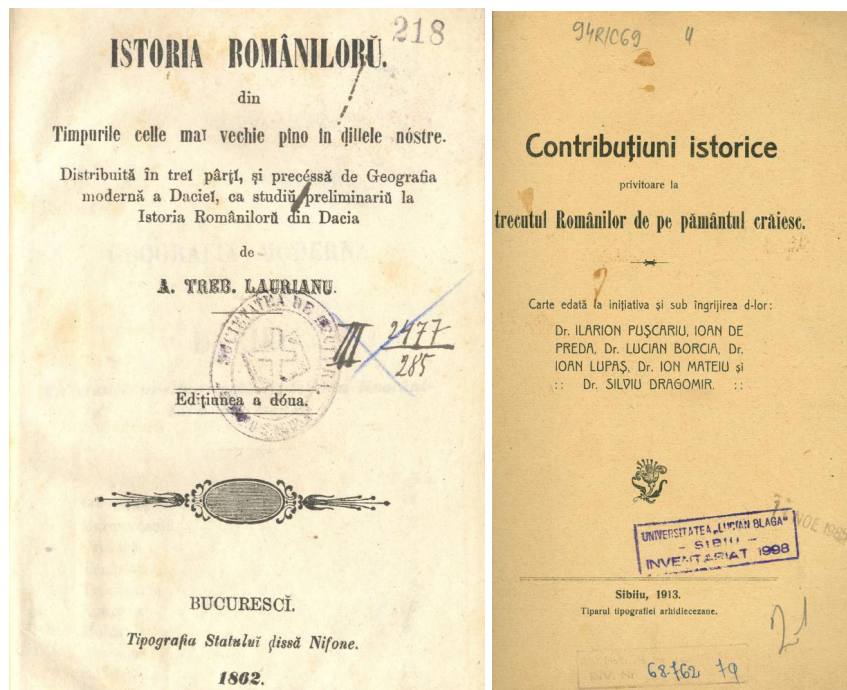


Fig.2. Treboniu Laurianu – *Istoria Românilor* and I. Puscariu – *Contribuțiuni istorice...*

The clergy was the dominant element throughout most of the 18th century, as the Romanian nobility had been assimilated by the Hungarian nobility and there was no united Romanian bourgeoisie at the time. Romanians only rarely practiced crafts, civil services and free professions; thus the Church tried to guide them, in their own interest, towards serving their people. Lawmen appear at the forefront in the first half of the 19th century. A secular culture begins to flourish, there are more and more opportunities to build a career outside the church, national principles also multiply even more than religious norms, becoming the main ideological values of Romanian intellectuals.

Andrei Șaguna, bishop and, later, metropolitan of the Romanian Orthodox Church in Transylvania and Simion Bărnuțiu, philosopher and promoter of the national idea, were representatives of the Enlightenment in both fields. (7) Towards the end of the century, secular scholars firmly assume the leadership of the national movement. Despite the fact that the clergy still plays an important part, from then on it was judges, businessmen, landowners and writers who controlled politics and redirected Romanians' fight for selfdetermination. Taking into account the accelerated economic development of the country and the rulers' efforts, the trials of Romanian leaders to transform the country according to their own interest and to make up their own political and economic organization is not factitious. (8)

In the spring of 1848, Romanians in Transylvania, “electrișai de spiritulu libertății după care suspinară de atâtea secole, se adunară în diverse locuri, proclamară principiile dreptății și ale egalității și constrînseră pe guvernul Transilvaniei a le concede deschiderea unei adunări generale a

tutoror românilor la Blaj.” (n. tr. “Electrified by the spirit of freedom which they had longed for so many centuries, they gathered in various places, proclaimed the principles of justice and equality and forced the Transylvanian government to authorize the organization of a general assembly of all Romanians in Blaj.”) (9) August Treboniu Laurian, a remarkable figure of the time, had published in [the historical journal] *Magazin istoric pentru Dacia*, collaborating both to the development of literature, and to the awakening and propagation of the national spirit. More than 40.000 Romanians belonging to all social classes gathered in Blaj on May 1st (13th) and on May 3rd (15th) the Assembly was solemnly inaugurated. Laurian propounded the main points of Romanians’ requests, which were unanimously accepted. They included: equality between all nations in Transylvania, the right to have representation in the country’s Diet proportionally with the number of inhabitants of every nation, independence for the Romanian Church, the abolishment of “homages”, commercial and industrial liberties, freedom of the printing industry, the establishment of jury tribunals with public debates, a national guard, state remuneration for the clergy, establishment of Romanian schools and of a Romanian University, abolishment of all privileges and establishing taxes according to people’s fortunes, new Constitution granting equal rights to all nations and new civil, criminal and commercial codes, based on the principles of liberty and equality. (10)

Between the years 1868 and 1918, Transylvania was included in the Austro-Hungarian Empire. During this time, the discriminatory measures against Romanians, Swabians, Slovaks, Serbians, Croats and even Saxons intensified because of an intense Hungarianisation policy: “terrorismul lățitu peste toată țara, fiecare Unguru se credea în dreptu de a teroriza pre Romîni cu armele guvernului, mulțime de romîni se aruncaseră la închisoare” (n. tr. “terrorism overtook the entire country; every Hungarian thought he had the right to terrorize Romanians through the government, many Romanians were thrown in prison”), Treboniu Laurian states. Meanwhile, independent of national politics, the inhabitants of the Austro-Hungarian Empire and of Transylvania contributed to the intense economic development of the time and enjoyed the advantages of an efficient and predictable public administration. The fact that many national groups were discontent and vehemently opposed to the Hungarianisation politics shows that the model of a nationalist state was not applicable in the multiethnic region of Transylvania before 1918.

German speaking Evangelical communities in the old Kingdom of Romania (within its 1714 borders) offer an often overlooked manifestation of the cultural German-Romanian coexistence. In 1911, a traveler estimated that the number of Germans living in Romania at the time rose to about 50.000 people, of who 20.000-22.000 lived in Bucharest. Besides the Evangelicals, about 34.000 German speaking roman-catholics could be taken into account, of who 12.000-14.000 lived in Bucharest. (11)

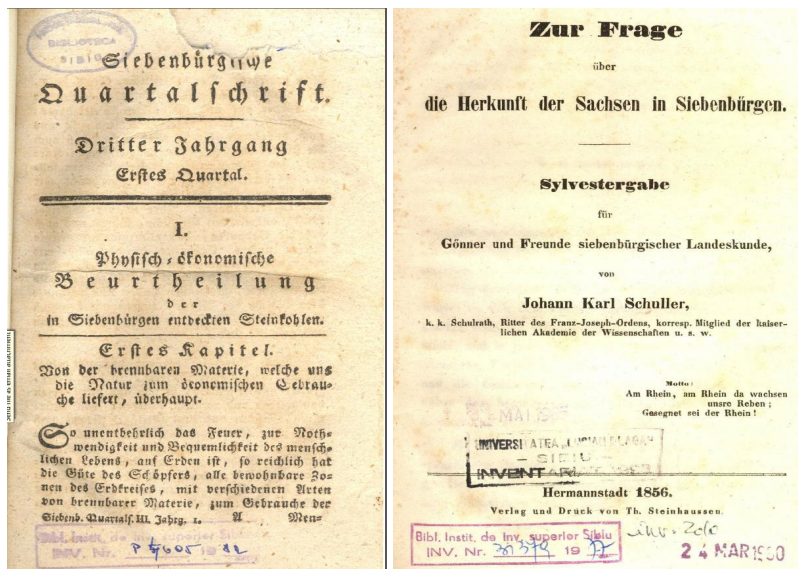


Fig.3. Siebenbürgische Quartalschrift and Zur Frage über die Herkunft der Sachsen

Multiculturalism reflected in the LBUS digital collections

Back to the present and to digital collections, we should mention that representative Romanian libraries have been involved in European projects aiming at digitalizing the European cultural heritage with a view to create new opportunities for science and education, to improve European citizens' access to information. These projects promote cultural, social and linguistic diversity, ensuring online access to the European cultural content. The LBUS Library participates at the Europeana Cloud project (2013-2015) in partnership with the Library of the Brukenthal Museum of Sibiu. The latter has provided a digital collection of historical value, illustrated through the oldest German publications: “*Neu und Alter Siebenburgischer Provinzialkalender*” (1797-1891) and *Siebenburger Bote* (1841). The LBUS Library came with one of its own collection of books, pictures and the longest running Romanian publication, *Telegraful Român* (1864-1867), thus arguing for the assertion and development of the national identity of Romanians in Transylvania through culture.

Culture is a relatively recent approach of the Europeans in terms of directives (12). European cultural directives aim at encouraging dialogue in Europe and at highlighting the common European heritage. The European Commission encourages the cultural sector by elaborating cultural policies and by integrating culture as one of the EU areas of interest (competition policies and industrial policies), but also by promoting culture through fundings (for example, the Culture Programme 2000, 2007-2013).



Fig.4. The LBUS digital library - the Europeana Cloud collection

Culture becomes a priority on the EU agenda at a moment when European integration mainly depends on cultural integration. It was expected that the legalization of cultural influence would bring even more opportunities for European unity. The political, social and economic situations are connected through the power of cultural values. The 1973 “Declaration on European Identity” in Copenhagen established the Committee in charge of culture (13). Still, even though culture became a priority, cultural policies are not universally shared policies, which is why it is difficult to observe them. This initiative is still a challenge, despite the fact that the European Union encourages the implementation of these directives.

National identity became especially important in the European context when the European Union stated that it aimed at ensuring social cohesion through culture, under the motto “unity in diversity” (14). Post-communist states entered the gravitational sphere of the EU intersecting great dimensions: the dimension of the past, with long term consequences in the democratisation process, the EU sphere, with its challenges and the transfer of mutual influences in the field of expansion, as well as the larger sphere of globalization, with the economic and socio-cultural challenges it poses. If European identity was defined based on common values, the challenge we are faced with at the present is to include the dimension of cultural diversity as well, while maintaining unity as a basic value of the European Union.

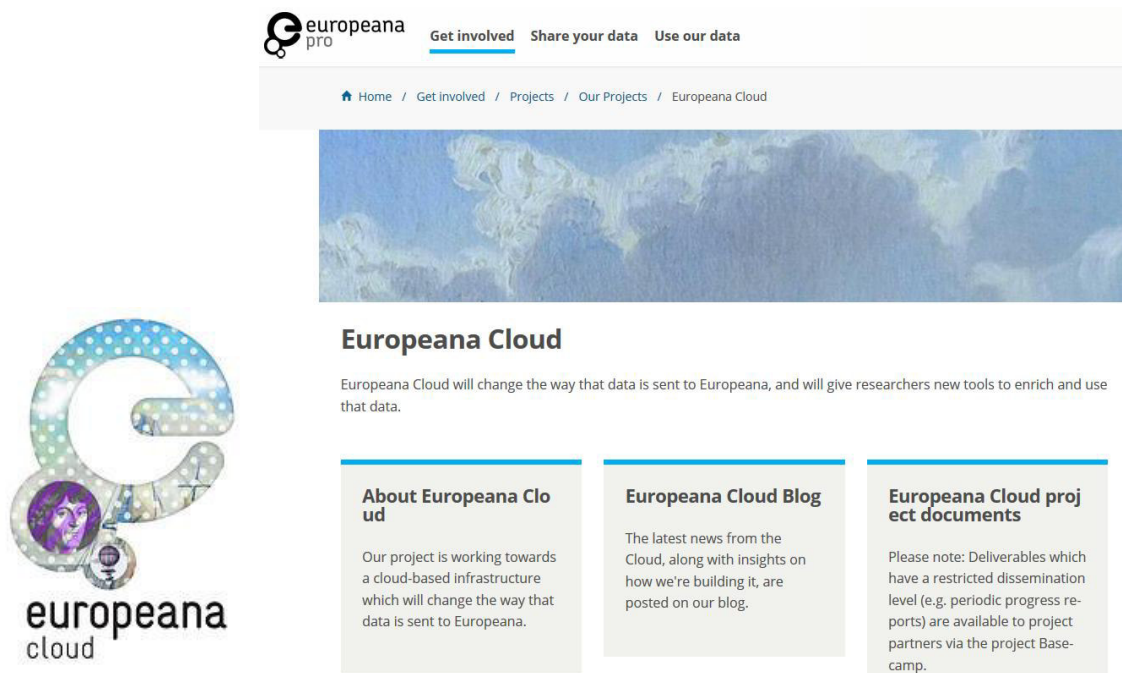


Fig. 5. The Europeana Cloud project logo and website
 (<http://pro.europeana.eu/get-involved/projects/project-list/europeana-cloud>)

Conclusions

The “Lucian Blaga” University of Sibiu will keep researching in this field with a view to enrich the digital library with new resources, but also to discover and promote publications that are representative for local heritage and national diversity. By emphasizing the value of the huge information capital in museums, libraries and archives, the educational and cultural cooperation between member states becomes a priority on the European Union agenda. But at the same time, it is the moral obligation of both citizens and institutions to discover the roots of their civilization and to preserve their cultural memory.

Notes:

- (1) We are referring to the states that broke away from former Yugoslavia at the beginning of the 90s and to the interethnic and interconfessional conflicts in the area. Then Spain, with the Basque minority, Belgium with the Flemish and the Walloons, Great Britain and the Irish, the satellite states of the former U.S.S.R., the Turkish community in Germany, Ukraine and the Russians in Crimea, the desire for autonomy of Hungarians in Romania, the Indian and Pakistani communities in England, the Jews and the collective trauma caused by the Holocaust -

all these examples show the mixture of cultures, traditions and local histories grinding in the huge European melting pot.

- (2) Giovanni Sartori, *Ce facem cu străinii? Pluralism versus multiculturalism*, Bucharest, Humanitas, 2007
- (3) According to <http://ro.wikipedia.org/wiki/Transilvania>, the historian David Prodan contested the rigour of the first censuses.
- (4) George Barițiu, *Istori'a Transilvaniei. Pre doue sute de ani din urmă*, 1st Volume, Sibiu, W. Krafft Typography, 1889
- (5) Ibidem, p.26
- (6) The civil war between Catholics and Protestants, 1703-1711. In Transylvania, the population supported Francis II Rákóczi, a catholic nobleman. The Hungarian Diet voted that the Habsburgs' right to the throne was to be annulled. Eventually, faith turned against Hungarians, after the Habsburgs made peace in the West and turned their forces against them. The war ended in 1711 when Count Karolyi, general of the Hungarian troops, signed the Treaty of Szatmár (presently, Satu Mare). The treaty also stated that all rebels were to be granted amnesty.
- (7) The Church played an essential part in supporting the national movement. See George Barițiu, quoted paper: "Problema de existență a Bisericii române era pusă spre a fi deslegată, s-a lucrat la descurcarea ei 150 ani întru lacrimi de sânge și a trebuit se ajungă omenirea la unu anu 1848 pentru ca ea să fie tăiată și nu deslegată." (n.tr. "There was the issue of the existence of the Romanian Church. It took 150 years and blood tears to solve it and human kind waited until 1848 to end it.")
- (8) Keith Hitchins, *Cultură și naționalitate în Transilvania*, Cluj-Napoca, Dacia Publishing House, 1972
- (9) August Treboniu Laurian, *Istoria românilor din timpurile celle mai vechie pino în dillele nostre, Editiunea a doua* (n. tr. Second edition), Bucuresci (n. tr. Bucharest), Tipografia Statului dissa Nifone (n. tr. Nifone State Typography), 1862
- (10) Op. cit., "Mișcarea românilor din Transilvania", Chapter 21, p. 613
- (11) Wolfram G. Theilemann, "Comunitățile bisericești și cultura evanghelică de limba germană în nucleeele urbane de migrație și modernizare din vechiul Regat al României, între circa 1840-1944"
- (12) The Treaty of Maastricht, 1992
- (13) Ileana Nicoleta Salcudean, "Social și cultural în context european: Resemantizarea culturii în paradigma socio-politică europeană", Cluj-Napoca, Editura Risoprint, 2013
- (14) The document of the Council of the European Union, "Concluzii la contribuția Culturii asupra Dezvoltării locale și regionale", Council of the EU, 2010, p.7, qtd. in Ileana Nicoleta Salcudean,

“*Social și cultural în context european: Resemantizarea culturii în paradigma socio-politică europeană*”

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***Telegraful Român* (years 1864-1877) bibliographic digital source database**

Liliana OPRESCU

The Library of the "Lucian Blaga" University of Sibiu

Abstract: The website of the University "Lucian Blaga" Library in Sibiu hosts the digital library, and part of "Telegraful Român" newspaper (1864-1877 years), which can be found at <http://digital-library.ulbsibiu.ro/Dspace/community-list>.

These types of materials are necessary through online distribution of historic publications for all those interested in documentary and scientific research. This presentation technique of the newspaper allows for the preservation and maintenance of a period much longer than its original. It also facilitates a quick and easy access which allows anyone to create footnotes by quoting the source directly, without using references found in various articles.

If we do not preserve historic documents, we can conclude that soon we will not only have what to process but we will also have nothing to investigate.

Keywords: digital library, Telegraful Roman, historical publication

The voluntary program developed as Master of Library and Information Science profile, specialized as librarian professor, "Lucian Blaga" University of Sibiu, I had the chance to work at the university library in Sibiu, with a team of specialists that offer under graduate, postgraduate, doctoral, researchers and, not least the reading public, both at the library reference books and online format, tendency towards which increasingly user requirements.

The website of the Library of the "Lucian Blaga", University of Sibiu hosts the digital library, and part of the ***Telegraful Român*** newspaper (1864-1877 years), which can be found at <http://digital-library.ulbsibiu.ro/Dspace/community-list>.

These types of materials are necessary through online distribution of historic publications for all those interested in documentary and scientific research.

To be in permanent contact with similar institutions and to make known the work of books, university library Sibiu organizes annually an "*International Conference on Information Science and Information Literacy*", this year reaching sixth edition, those interested can pursue event at <http://bcu.ulbsibiu.ro/conference/>

Returning to the digital library can include titles from materials that can be found in this section of their own website:

- ULBS Digital Library includes: *Scientific book, Doctorate, Literature, Publications of ULBS, periodicals Sibiu;*

- Digital Library of the "Andrei Şaguna" Faculty of Theology in Sibiu:
 - *Theological magazine (published by Metropolitan of Transylvania), Telegraful Român (complete publications from [the years](#) 1868 to 1877);*
- Digital Library ULBS - Sibiu Smart presents works personalities and written about them: *Sibiu Literary Circle, Constantin Noica, Emil Cioran, Hermann Oberth, Ioana Postelnicu, Lucian Blaga, Mircea Păcurariu, Octavian Goga, Onisifor Ghibu, Project ULBS Digital Library - Smart Sibiu, Radu Stanca and Stefan Orth;*
- Europeana Cloud - Sibiu:
 - *Brukenthal National Museum – calendars and journals: Alter Siebenbürgischer Provinzial Kalender, 1797-1891, Der Siebenbürger Bote, Nr.1-49, 5 Januar – 29 Juni 1841, Der Siebenbürger Bote, Nr.50-102, 2 Juli – 31 Dezember 1841;*
 - *Sibiu - Historical and multicultural coexistence: Books about local History and Culture, Sibiu History and Culture in images, Telegraful Român (years 1864-1867).*
- Europeana Libraries - Sibiu: *Old and Rare Books, Old and Rare Books - images, Old Books, Sibiu / Hermannstadt in old Postcards.*
- Sibiu – European Capital of Culture 2007 presents the city in 2007 when it was named the Capital of Culture: *Sibiu - 2007-01 January, Sibiu - 2007-02 February, Sibiu - 2007-03 March, Sibiu - 2007-04 April, Sibiu - 2007-05 May, Sibiu - 2007-06 June, Sibiu - 2007-07 July, Sibiu - 2007-08 August, Sibiu - 2007-09 September, Sibiu - 2007-10 October, Sibiu - 2007-11 November, Sibiu - 2007-12 December.*
- National Scientific publications: *Annals of "Ovidius" – Constanţa, Year book Humanities Research Institute "Gheorghe Şincai" Tg. Mureş, History Press Bulletin, Bulletin of the Transilvania University of Brasov, [Diachronia](#)- Online journal of diachronic linguistics-Iasi, Metropolitan of Oltenia, magazine Archdiocese of Craiova, Studia Universitatis "Petru Maior" Târgu Mureş.*

Telegraful Român newspaper in electronic format, can be found in the section *Europeana Cloud - Sibiu: Sibiu - Historical and multicultural coexistence: [the years](#) 1864-1867* and the Digital Library of the Faculty of Theology "Andrei Şaguna" in Sibiu complete publications from [the years](#) 1868-1877.

Like any serious periodical of the time, it was the most reliable source and at the same time, it was the receiver of the information to / from Europe / Universal; today is the most serious analysis based on the realities of Transylvania.

Telegraful Român occurs continuously since 1853 in Sibiu, the foundation of a great soul of the Metropolitan *Andrei Şaguna*, the novice in all things, the newspaper with the longest historical biography in the existence of Romanian media and even in this part of Europe. It was conceived as a political newspaper, industrial, commercial and literary, to reach the hearts and minds of Romanians in

Transylvania and beyond the frontiers of "*bringing a glimmer of hope and joy, a sense of nobility and love of perennial values of Romanian culture and Orthodox spirituality*".

The years 1864-1877, those who are on the university library website Sibiu
<http://digital-library.ulbsibiu.ro/dspace/handle/123456789/872/simple-search?query=telegraful+roman>
and the

<http://digital-library.ulbsibiu.ro/dspace/handle/123456789/923/simple-search?query=telegraful+roman>

are numbers that appear under the care of Zaharia Boiu editor responsible (1864 - numbers 1-81 in 1865) and Nicolae Cristea (numbers 82-96 of 1865 and all other years until 1877 that we have as a subject in this presentation) in Sibiu, Publishing and printing archdiocesan, publisher which appears in today's newspaper. Here we find the number of years scans announce, and the description stated that appear biweekly newspaper in a classical building, publishes feature articles, reviews, news, etc., with different titles. • Year XII, in 1864, appearing in 102 numbers, extended 421 pages (2 January to 31 December 1864); • XIII year 1865, appears in 96 numbers, extended 385 pages (January 3/15 - 5/17 December 1865); • Year XIV, 1866, is printed in 103 numbers, extended 414 pages (2 January to 29 December 1866); • fifteenth year, 1867, is printed in 104 numbers, extended 414 pages (1 to 13 January - 31 December 1867); • sixteenth year, 1868, is printed in 105 numbers, 427 pages expanded during 4/17 January 1868 - 29 December 1868 (10 January 1869); • seventeenth year, 1869, is printed in 103 numbers, 434 pages extended the period 2 January (14 January) - December 28, 1869 (9 January 1870); • eighteenth year, 1870, is printed in 103 numbers, 412 pages expanded during 1/13 January 1870 - 31 December 1870 (12 January 1871); • nineteenth year, 1871, is printed in Sibiu, 103 numbers, 414 pages expanded during 3/15 January 1871 - 30 December 1871 (11 January 1872); • twentieth year, 1872, is printed in 104 numbers, 410 pages expanded during 1/13 January 1872 - 30 December 1872 (11 January 1873); • XXI year, 1873, is printed in 104 numbers, extended 416 (320) page 3/15 during January 1873 - December 30, 1873 (11 January 1874); • XXII year, 1874, is printed in 103 numbers, extended 412 (402) page 3/15 during January 1874 - December 29, 1874 (10 January 1875); • XXIII year, 1875, is printed in 102 numbers, 412 pages expanded during 2/14 January 1875 - 24 December 1875 (5 January 1876); • Year XXIV, 1876, is printed in 103 numbers, extended 406 (412) page 1/13 during January 1876 - December 30, 1876 (11 January 1877); • XXV year, 1877, is printed in 103 numbers, 414 pages expanded during 2/14 January 1877 - 29 December 1877 (10 January 1878).

By this mode of dissemination of the newspaper we maintain and preserve for a period longer than the original. Finally, quick and easy access allows us to create a critical apparatus of scientific work by quoting the source directly, without using references found in various articles.

For example, in order to write a good scientific paper about Cuza, with the printed volumes of sources both in time, we can find countless articles on the Internet (but which we can not always be sure of the correctness of the information, and often the source is not specified), periodicals and newspapers give us important data. In 1864, *Telegraful Român* displays information about Cuza,

during four numbers, with the title *Prince Cuza trip*. Year XII, no. 47 Sibiu 18 June 1864, p. 191; no. 48 Sibiu, 21 June 1864, p. 194; no. 50 Sibiu, 28 June 1864, p. 203; no. 52 Sibiu, 5/17 July 1864, p. 210-211.

This presentation technique of the newspaper allows for the preservation and maintenance of a period much longer than its original. It also facilitates a quick and easy access which allows anyone to create footnotes by quoting the source directly, without using references found in various articles.

Example can be extended to other topics, the *Telegraful Român* newspaper provides useful information including research and documentation.

If we do not preserve the historic documents, we can conclude that soon we will not only have to process but we will also have nothing to investigate.

A new digital age and ethical dilemmas: Ask.fm – a website for entertainment or cyberbullying

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Abstract

Abstract: Unlike Web 1.0, which was primarily used to gather information, we are today dealing with Web 2.0, which could be perceived as social software as it enables communication and sharing of information between users. Thus, when speaking about the Internet of today, we are referring to a medium that uses social networks, blogs and other virtual communities to connect people, which further emphasizes its social dimension in the new digital age. The students of today spend over two thirds of their time online on entertainment and the reason for this lies in Maslow's hierarchy of needs. The study conducted among the students of seventh and eighth grades in a Croatian elementary showed that 69 percent of participants had an active account on the internet social network Ask.fm, which now has 134 million registered users. As a website with all traits of a social network, Ask.fm enables people to ask questions to each other and respond to them whenever they want. The questions can be asked anonymously or with a revealed identity. The study conducted on a sample of 1000 questions and answers showed that 17.3 percent of those questions open up certain ethical dilemmas – from inappropriate words (swearing), sexist terms, denial of positive life values to cyberbullying, and seven fatalities which ended in Ask.fm bullying-related suicides have been recorded among the youths. The study has shown that Ask.fm has no positive traits.

Keywords: Ask.fm, cyberbullying, ethical dilemmas

1. Introduction

Upon its creation, the World Wide Web was described in diametrically opposite terms by different researchers. While some pointed out that it was a new form of socialization which encouraged gregariousness, others talked about its negative effects in terms of social isolation and termination of social relations [1]. This paper will examine whether the Internet in this digital age is used to initiate and maintain social relations and to which extent it is associated with positive effects (deepening of relationships, quality free time, learning), or if it has negative effects as well (deviant behaviour), using the example of the website Ask.fm which has attributes of a social network. The purpose of this paper, or rather that the purpose of which is to give a new contribution to this

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subject matter, is to establish whether Ask.fm has any positive characteristics and which ethical contentions that Internet social network raises.

2. Youth in a new digital age

Where the digital age is concerned, Vilović states the four principles proposed by the Poynter institute which can be applied to the digital age [2]: “the truth and reporting the truth”, “minimizing damage”, “acting independently”, “being trustworthy”.

According to Vilović, anonymous sending messages can be "an abuse of a public, virtual space and psychological mistreatment which deprives another person of their dignity, their honour and even their life". This ability to play hide-and-peek, where we often do not know who is hiding on the other end, or rather who the interlocutor is, creates the possibility of hate speech and electronic abuse over the Internet (i.e. cyberbullying), the victims of which are largely children. Until recently, this problem was not discussed often, nor was it known to the general public, and the problem of Internet violence has never been so prevalent as today [3].

Today, violence in the broadest sense is understood [4] as application and use of force, and a society of violence implies the existence of a reality and social environment where violence and the use of force are perceived as acceptable, desirable and ultimately legitimate behaviour. The social control mechanism should be most involved in children, considering that they are, on the one hand, the most at-risk group, and on the other hand, because aggressiveness and violence in children can predict aggressiveness and violence in those persons as adults. However, it is not enough for early prevention to be included into the social control mechanism, but the definition of violence must also be specified considering that children spend almost all of their time in cyber-space. Today, the definition of violence must inevitably and explicitly include virtual violence [5] because it is only that it begins to receive the attention it needs (from parents, teachers, the public). In cyber-space, indirect verbal aggression takes place. Since the victim is damaged or injured indirectly, by endangering their social relations, this type of aggression is often called social, affiliative or relational aggression [5] because it includes behaviours such as exclusion from peer groups, termination of friendships, destroying another person's reputation and spreading rumours.

Today, not only are children exposed to inappropriate sexual content on the Internet, but peer violence is more frequent over the Internet. The term cyberbullying includes situations where “a child or a teenager is exposed to assault from another child, teenager or a group of children over the Internet or a mobile phone (cellular phone, chat, forum, blog, social network, Internet in the broadest sense)” [6]. This includes every sort of harassment, attack on the child's privacy, comments with offensive or violent content, group hate, threatening messages, choosing the most unpopular, the ugliest, the fattest or the dumbest (!) person in the school or, as is very often the case, asking somebody to describe and evaluate another person, while the anonymity of the perpetrator of violence, or rather the communicator, gives them a sense of security of getting away unpunished.

Cyberbullying as a form of indirect aggression has more powerful consequences because the victim can re-read everything and experience everything again. Unlike direct aggression, that is the “face-to-face” aggression, with cyberbullying the perpetrator is very often anonymous [7], so the meeting of the victim and the aggressor is very often easily avoided. The victim is thus exposed 24 hours a

day and they cannot “escape” as they would in cases of direct aggression, as is the case in a fight in a nightclub or a football club, where the victim can change their venue, their club or the sports they are involved in. The only course of action with cyberbullying is to turn off the computer and never turn it on again. But is that truly the solution? Aside from this, in cases of electronic peer abuse, the offensive content directed at the victim can be read not just by the victim but by the whole cyber community.

3. Ask.fm and cyberbullying

Ask.fm is an Internet social network which has 134 million registered users today [8]. It was launched on June 16th 2010 by two Russian brothers, Ilya and Mark Terebin, sons of an affluent former Red Army officer. They both graduated from the Faculty of Economics in Riga, the capital of Latvia, where they had grown up. They began their career in the furniture business, but they soon saw that the Internet presented a more lucrative way of earning money. They used the American question-and-answer page Formspring as an idea. Ask.fm was launched and grew so quickly that by 2013 the site already had 80 million users who posted up to 30 million questions and answers per day [8].

Considering the fact that the founders of the Ask.fm social network noted that teenage years are often a journey to self-knowledge, and that Ask.fm makes that journey easier by giving its members the option of anonymity because it encourages uninhibited and spontaneous conversations, it encourages opinions and builds self-esteem, it is possible to conclude that they wanted Ask.fm to help young people mature and develop psychosocial skills. This is supported by the stated core values emphasized by the owners of the social network: “curiosity, anonymity, safety, respect and community” [9]. They explain this by the fact that curiosity, that is, asking questions – as no group of people has more questions than young people, who make up the Ask.fm community – can only encourage human development, and anonymity gives the young the incentive and the self confidence to ask a question which will answer a challenge in their maturation. Respect and intolerance of inappropriate behaviour are the values which are meant to ensure the safety of the Ask.fm community, whose founders envisioned it as a “fun, happy, instructive and life affirming place”.

Ask.fm, as a website with all the characteristics of an Internet social network, enables people to ask and answer each other's questions when they like. The questions can be asked anonymously or with a visible identity, and the owner of a profile decides whether they will receive (and answer) all questions, thus the anonymous ones as well, or only those from a known source. The question is asked by typing the question into the designated field on someone's profile site, and there are also computer generated “random questions” and “questions of the day”. Only the owner of the profile sees the unanswered questions, and as soon as they are answered, the questions and the answers can be viewed on the owner's profile by everyone, including those who are not registered on Ask.fm. It is also worth mentioning that you do not need to have a user account on Ask.fm to ask somebody questions. This gives Ask.fm characteristics of a more open social network than Facebook. The fact that Ask.fm has been translated into 49 languages and that users from 150 countries have so far answered 25 billion questions attests to how open it is [8].

Other than the fact that a user registered on the social network can share a link on their Ask.fm profile (e.g. a link to the profile of the author of this paper is ask.fm/DenisVincek) and on other

social networks, like Facebook for example, and thereby invite others to ask them questions, they can also use links to share their answers on other social networks (Facebook, Twitter).

As far as the use itself is concerned, Ask.fm points out in Terms of Use that no one under the age of 13 is allowed to have a user account on the social network and they must follow all laws and regulations of the country in which they live. Text responses, photographs and video clips may be posted on Ask.fm, but there are rules about what is acceptable. It is thus stated that it is not permitted to post or send both in questions and answers [10]:

- Anything mean, bullying towards someone or intended to harass, scare or upset anyone;
- Anything designed to provoke or antagonize people, especially trolling;
- Anything which uses rude words or is intended to upset or embarrass anyone;
- Anything that depicts horrible, shocking or distressing things;
- Anything which is obscene or pornographic, contains any pictures of naked people, is sexually explicit or depicts graphic violence;
- Anything which contains any threat of any kind;
- Anything which is racist or discriminates based on someone's race, religion, age, gender, sexuality, or the colour of their skin;
- Anything which encourages people to get involved in anything illegal (e.g. drugs, violence or crime);
- Any lies about another person – whether you know it not to be true or whether you are not sure if it is true (even if you think it might be)
- Anything which constitutes spam, attempts to sell anything to other users or extorting money from other users
- Anything which does not belong to you or can present copyright infringement (e.g. music and films) or a breach of confidence
- Anything which contains any computer virus or other malicious codes designed to attack, damage, divert, take over, disable, overburden, or otherwise impair the Services;
- Anything which attempts to scrape or collect any personal or private information on Ask.fm;
- Anything which you pretend comes from someone other than you, or where you are impersonating someone else;
- Anything which may cause any harm or damage to you or anyone else.

Ask.fm has resources which limit abuse of the social network (filters for rude and offensive words and the removal of such inappropriate content) [11]. But the sentence: “We will attempt to limit the wrongful use of our website” is noticeable. This means that the owners of Ask.fm do not completely guarantee the absence of inappropriate content and are using this sentence to distance themselves from them – both in questions and answers. Considering this statement and, as was previously said, the option to ask questions anonymously, the cyberbullies are given an opportunity on Ask.fm to attack their victims without, so to the speak, any fear of being discovered when they break any of the 15 previously mentioned “forbidden” rules.

In most cases the bullies are friends with the victim on Facebook, but the bullies often use Ask.fm to display their vicious side by using the option of anonymity on the site. Bullied teenagers are left hurt and in agony, not knowing which of their friends has turned on them [12].

Literature has noted seven unfortunate incidents [13] related to bullying on Ask.fm social network which have ended in suicides of young people. The most cited case is that of Hannah Smith (14), a girl from Lutterworth, Great Britain, who hanged herself after succumbing to brutal cyberbullying on Ask.fm. For months, anonymous users wrote despicable comments such as “Die” or “Get cancer”, Hannah was insulted by malicious users on account of her weight, the death of her uncle and her propensity for self-harm, and they also tried to convince her to drink bleach. It was only two weeks before she hanged herself that Hannah begged her bullies, who hid behind the veil anonymity, to stop the bullying, but they did not stop and it ended in tragedy [14].

Bullying on Ask.fm is also related to a suicide which took place in May 2013 in Croatia [15]. The girl in question was Marta Jureković (15) from the small town of Lobor, who was a first-year student in secondary school. On her Ask.fm profile, insults and exceedingly vulgar sentences were found to have been directed at her. She was called a “moron”, “a stinking two-faced piece of shit”, “a stupid whore”, “fucking ugly”, and she was explicitly told to kill herself. However, it was never proven that the suicide was directly related to the comments written on the Internet social network Ask.fm.

Krmek, Buljan Flander and Hrpka note [16] that there are four areas which have proven to be successful in reducing electronic violence:

- Raising awareness
- School rules
- Supervision
- Programmes

When talking about the prevention of Internet violence, the first place is usually given to raising awareness. Peer violence, online and in general, is neither a joke nor being playful, and in order for the prevention to be successful, the teachers, the parents and the students need to become aware of peer violence in general and then cyberbullying. Individual interviews conducted in the staff room of a Croatian primary school have shown that only two of the teachers knew what Ask.fm was and the dangers this Internet social network brings. The teachers are required to talk about the prevention of electronic violence not only without knowing about the places where electronic bullying takes place but also without being systematically educated on applying said prevention.

The authors point out that it is necessary for every school to devise a plan of prevention intervention on a school-wide level. Such prevention programmes against violence exist in Croatian schools, but the attention given to electronic violence in them is insufficient. Considering that the prevention of electronic violence is something relatively new, the process and the manner of creating an individual way of fighting against cyberbullying and the daily application of established rules are also important in addition from the end result. Covering up abuse or making unreasonable decisions by the people who are completely incompetent in the area is not the solution.

The third area, supervision, refers to checking whether the students are following the accepted rules when using information and communications technology. While this is the parents' task at home, in school it is the teachers and other school staff who must be concerned with that, just like teachers are concerned with the behaviour in the halls during breaks.

Programmes can be the most helpful aspect of raising awareness, and Krmek, Buljan Flander and Hrpka emphasizes the importance of those observing the violence and how compassion must be awakened in them so that they inform their teachers, associates, or parents – adults in general – about the violence taking place, and so that they do not silently approve of it.

Stanić [17] also speaks of the need for the observers, but also the victims, to confide in adults. In school, those are the homeroom teachers and the school psychologists engaged in correctional-educational work with students with inclination towards cyberbullying or those that had already engaged in it. Along with them, the counsellors and the librarians need to be included into the prevention activities process, since they are actually the only information experts in the school, apart from the IT teachers.

4. Research methodology

In order to answer the question which specific ethical issues the social network Ask.fm raises, content analysis was selected. Answers to the questions asked were selected as units of analysis. In quantitative content analysis, the purpose is not only to establish the existence or absence of a specific manifestation or characteristic, but also to determine precise quantitative values in which those manifestations or characteristics are represented. In other words, while qualitative content analysis answers the question “what” and, albeit less frequently, “how”, quantitative content analysis, alongside questions “what” and “how” also answers the question “how much”, thereby displaying the frequency and/or volume of the content determined [18].

The advantage of the analysis chosen is that in this case the qualitative properties are expressed through quantitative indicators which are measured and compared by the researcher. Additionally, the advantages are small expenses, the possibility of quicker data analysis and greater objectivity of results. Although we use quantitative content analysis to analyze the contents of a message, or rather of the unit of analysis, or, specifically in this paper, the contents of the questions and answers on the Internet social network Ask.fm, we cannot help but note there is additional value in the analysis in that we will ultimately acquire the characteristics of the senders and receivers of the message, which is to say of those who ask the questions and of those who answer them.

The focus groups [19] were primarily used to answer the question whether or not the social network Ask.fm has any positive characteristics, or rather the second question which this paper has tried to answer.

A deliberate “pattern according to the researcher's decision” [20] has been selected. The main characteristic of this research pattern is the researcher's assessment in which they themselves decide which examinees can give the best information to achieve the goals of the research. Only the units which the researcher feels contain the necessary information and are ready to share it are included in this pattern. The pattern according to the researcher's decision is used in situations where the intention is to describe a phenomenon or investigate something about which little is known. This is the case with the Ask.fm website where the author decided that the pattern which makes up the focus group will contain 17 teenagers who have answered more than 1000 questions on Ask.fm.

Focus groups are used because participants encourage and support each other in their debates, encourage discussions and opposing opinions and talk about different aspects of the topic which they may not even touch upon in private conversations. This manner of group facilitation enables

the person conducting the interview, i.e. the moderator, to get more information than they would in the matching number of individual interviews.

The quantitative content analysis was done on 1000 questions by a random pattern selection of questions or answers of one of the members of the focus group.

5. Results and discussion

The research conducted in June 2013 in Franjo Horvat Kiš Primary School in Lobar and the Ante Kovačić Primary School in Zlatar, Croatia has shown that 69 per cent of examinees have an active user account on the Internet social network Ask.fm.

Of the 1000 questions and answers encompassed in the quantitative content analysis, 827 questions and answers contained none of the characteristics expressly listed in the Terms of Use on Ask.fm as something which should not be mentioned in questions and answers. The remaining 173 questions, which is as many as 17.3 per cent, presented some form of an ethical dilemma.

The specific 53 questions which contained no questionable (insulting, unpleasant, offensive etc.) details, were answered YES without being YES/NO type questions, but were questions which demanded descriptive answers, which tells us about the flippant approach to answering questions on the part of the owners of Ask.fm profiles.

A large number of answers were noted to be related to something not appropriate for a young person just in their teen years – specifically, it concerns alcohol and its consumption and going out late at night, the main purpose of which is the consumption of alcohol, and even about consuming alcohol during the educational process. In total, 38 such answers were noted, including: “you drink during practice”, “go out and get pissed”, “come home not sober”, “the whole class shows up for school drunk”, “going out to the pub and coming home in the morning”, “a day with five litres of wine”, “relationship with a glass of jägermeister still going strong“, “no gift like a glass of schnapps”, “happiest at the pub”, “I got drunk”, „I would take jägermeister with me to Mars”, “if I had to go on a 14-hour flight, I would want a glass of jäger next to me”, “favourite candy – schnapps”, “like I haven't had “a taste” since Saturday”, “how much can you drink – that is a redundant question”, “I'm celebrating New Year's by getting pissed and making a mess at the club”. As an answer to the computer generated question to show the best moment of their summer, an owner of a profile on Ask.fm posted a photograph of himself drinking some hard liquor from a one-litre bottle.

As many as 30 answers contained foul language and swear words. 28 answers contained obscene, pornographic or sexist language. The answers contained seven disturbing messages, i.e. messages containing the denial of positive life values (“dumb school, I hope (school) burns down one day”, “it pays to lie”, “thinking of what to say to the doctor, why I wasn't at school”).

And last, but not least, five answers were noted containing elements of classic electronic abuse, i.e. cyberbullying – whether it was labelling other people, harassing them and making them uncomfortable or classic threats.

On the other hand, when it comes to the questions themselves, out of a 1000 questions there were 12 questions with characteristics of electronic abuse (“... is stupid”, “...is a whore”, “rotten bastard”, “gay”, “you're a gigolo”, “you're an idiot”, “drunk” etc.).

When asked the first question, whether Ask.fm had any positive characteristics and what they were, the members of the focus group answered that they thought that it had them, arguing, albeit somewhat hesitantly, that we can learn things about other people, we can ask them what we want to know but are ashamed to ask publically, we can meet somebody new. On the other hand, we can learn what people think about us, who is against us, and who are our friends who defend us. It appears to be a case of a priori exclusively positive connotations, and not a single person asked associated Ask.fm with anything negative in the beginning of the interview. In this portion of the conversation, no participant spoke out of turn, and their answers were rather short.

So the researcher started to get the participants talking about the site with all the characteristics of a social network from different aspects with additional questions. Most of the participants learned about the existence of Ask.fm through links on Facebook, and only three from their friends. They are young people in their early teens and have been on the social network Ask.fm between half a year and two years. They answer questions every day and they like anonymous questions, and they would be all right, they claim, without Ask.fm. They assert that Ask.fm does not take away from their studying time.

But the participants were divided on the question whether their answers on Ask.fm were honest or if they were meant to be jokes. They agreed that their answers become flippant statements when they are asked offensive questions, but also when they are bored. Also, offensive questions and questions with inappropriate content is, for a half of those asked, the reason they would not want their parents to see their Ask.fm profiles.

Only two examinees in the focus groups had not had any negative experiences, everyone else had received offensive and unpleasant questions. The examinees were divided on the answer to what they do about the offensive questions – they do not answer them, they delete them or they answer them flippantly, and some even use inappropriate vocabulary. Two participants said that they had reported/blocked those who asked questions with offensive content.

After it had become evident that the participants often used the words “offensive”, “inappropriate”, “flippant”, the researcher suggested that the question about the potential positive characteristics of Ask.fm be reconsidered. It was at this moment that the facilitation of the focus group came to light. The examinees answered the question Why they began to use Ask.fm in the following ways: “out of boredom”, “it seemed interesting”, “everyone had Ask.fm profiles, and I wanted to be included”, “out of curiosity”, “for fun”, “girls fell for it”.

In the end the researcher repeated the question Does Ask.fm have any positive qualities and what are they? The members of the focus group, obviously under the influence of the answer to the previous question, were now almost unanimous in that there were not very many positive characteristics about that website with characteristic of a social network, and for the first time, the exact term cyberbullying was first heard in the focus group – associated as a result of offensive and unpleasant questions.

6. Conclusion

Research has shown that as many as 17.3 per cent of all questions and answers raise some sort of ethical dilemmas. If we analyze those 173 questions and answers, we can see which ethical concerns are in question, how we answered / what we answered to “what” and “how” and about

their frequency (in percentiles), or rather the question “how often” they arise in questions and answers on the Internet website Ask.fm. The results of the quantitative analysis of the content are shown in the Figure 1.

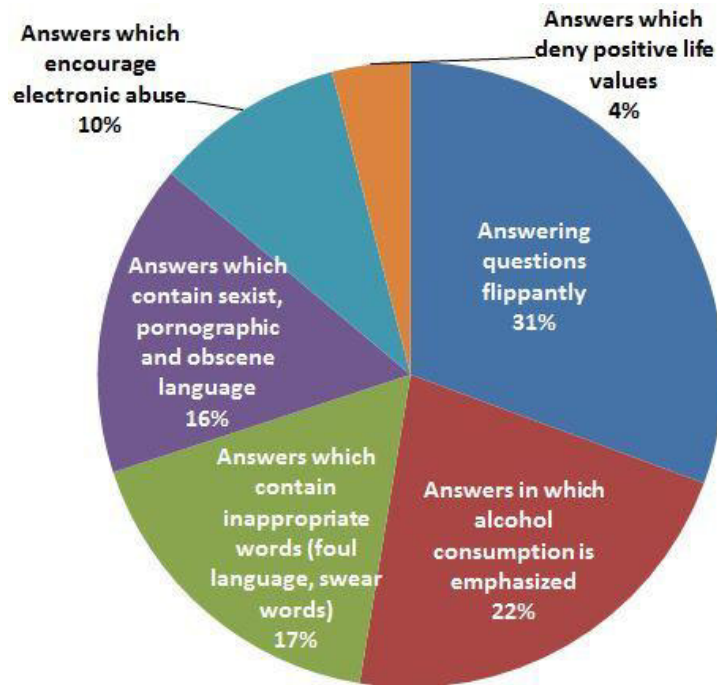


Fig. 1. Ethical dilemmas which arise in questions and answers on the Ask.fm website

The issues mentioned are a list of ethical dilemmas, among which electronic abuse or cyberbullying must be emphasized, which take place every day, as pointed out by Gordana Vilović, professor of ethics of mass communication, and so we can rightfully ask ourselves “does ethics live here” [2]. This refers to the modern age of communication, of which Ask.fm is a part. Obviously the filters for rude and offensive words do not exist and/or do not work, at least not on the Croatian version of the site, because, as this paper has shown, inappropriate content is not removed, and so it never goes further than the mentioned (if even that) attempt to limit misuses of Ask.fm, which gives the participants of the communication absolute freedom to breach ethics. At the same time, the members of the focus group were in the end almost unanimous that Ask.fm has no positive characteristics.

We can conclude that in this case information-communication technology, i.e. computer-mediated communication, enables teenagers to experiment in a social context, but we cannot say that the content, which they come to using the technology, is used as help, or rather a role model in maturing and acquiring psychosocial skills.

The research confirms Vilović’s claim which points out that anonymous messages can present a misuse of cyber space and electronic abuse among the members of generation C.

All this leads us to conclude that Ask.fm, as a new and powerful two sided “one-to-one” medium [21] is actually also an unethical information channel, because it sends ethically contentious messages, which puts into question the intention of the communication participants as they are the producers of these messages.

Although the owners of Ask.fm advise [22] those who have been made to feel uncomfortable by anything they read on the site to talk to their parents, guardians, teachers or good friends – and that they should not in any case keep it to themselves – it should be noted that research has shown that the teachers consider direct aggression to be more serious and are more prepared to react when a student shows direct aggression. Indirect aggression, as Keresteš points out [5], is ignored in schools and it is uncertain how much the teachers about know what Ask.fm is. It is the same with students, who are less likely to reject indirectly aggressive students than those who show direct aggression, which indicates that education of children, parents, and teachers about the consequences of indirect aggression due to cyberbullying, or rather electronic abuse, can only be stopped through prevention and education.

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The social role of public libraries in the community

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Abstract

The public library plays a vital role in the communities it serves, being the main institution that provides information and documentation services in various forms and in different contexts. Thus, it contributes to the *personal development* of its users through formal education, through lifelong learning, through after-school activities, information literacy, leisure, skills development and access to public information. Another aspect covered by a public library is linked to *social cohesion*, institution space transformed into a meeting place and center for community development. The *culture and local identity* are problems with a significant impact of belonging to the community which is served by the public library and the *imagination and creativity* develop people's interest in cultural activities. All these situations are the most convincing evidence that a public library plays a very important social role for the community.

Keywords: public library, community, culture, personal development

Introduction

The public library, according to the Romanian Law for Libraries [1], is a library of an encyclopedic type in the service of the local or county community assuring the equality of access to information and to the documents needed for information, permanent education and development of its users' personality, regardless of their social or economic status, age, gender, political, religious beliefs or nationality. At present, in the context of an obvious informational explosion, the public library needs to redefine its mission and responsibilities to positively answer the increasingly diverse demands of its users. Just as in any activity domain, holding and obtaining relevant and updated information has a positive influence on the decisions adopted at any institutional level, information being considered a very important resource along with the classical ones: work, nature, capital. The impact of the new information and communication technologies has led to the creation of modern services, which require high-quality equipments, Internet access and specialized personnel.

Regardless of the kind of services provided by the public library - traditional or modern -, their impact on the personal development of the individual is significant, with consequences on: formal education; lifelong learning; development of information culture skills or access to public information. Being a meeting place, libraries also take on the role of multifunctional cultural and local development center, the community groups being helped to have an equitable access to information and to nourish their interest in aspects related to the local culture and identity, which in turn gives the libraries a special impact on the feeling of belonging to the community. Another aspect worth considering is that at present an increasing number of libraries provide information services on health or the business environment specific of the local firms. There is an indirect link between the use of public libraries and social inclusion by the development of skills in the information domain, the real area of the library turning into a meeting and leisure space [2].

The impact of the public library on personal development

Regarding the domain of personal development, here the role of the library is the most visible, because the immediate results are the easiest to identify. Here, we include, first of all, the aspects concerning the relation with the learning process. The activities proposed to the young public, such as *Story Time*, *Public Readings*, *Tell the Character* etc. are meant to develop the reading skills and the correct language usage among the young, in general, and especially among children. All these aspects involve learning and relaxation techniques, personal understanding, and the activities highlight the importance of reading in the life of the participants and the importance of the public library in support of this activity.

At present, one can hear more and more often about the development of the information culture skills, which the professionals from any library should be able to share to its users. They, in their turn, shall be able to recognize the need for information, to localize the informational sources, to intervene critically on the information and to manage to integrate it in the basic knowledge to be able to use it efficiently in order to realize the activity they had in view. The aim of information culture is to give every individual a minimum knowledge allowing him to use information, to have diverse skills, in a context requiring informational resources. All these skills that a library user can acquire lead towards an increased motivation for learning, increased self-esteem and also the acquisition of independence from an informational perspective. Yet, one cannot obtain special results without the existence of high quality informational sources, without an adequate environment and well-qualified personnel. At the same time, efficient partnerships are necessary between libraries, schools, health institutions, in order to intermediate and facilitate the learning process.

The direct and indirect impact can be noticed looking at the access on the labor market, because the library can provide data on the labor force and on the GDP/GNP. Libraries need to publicize their access to electronic information, need to know to present the services they provide. At the same time, the gathering of unofficial data of an economic nature, supported by surveys applied to the users may lead to the initiation of entrepreneurship services and services with added value for the local enterprises, chambers of commerce etc. Consequently, the unemployed can find jobs using the library resources, thanks to the skills obtained by means of an information literacy course. We shall keep in mind that some firms are attracted to such a location due to certain factors such as: the facilities provided by the local library; existence of a qualified labor force (which labor force can be influenced by their use of the library resources). The research in the public libraries has combined qualitative and quantitative methods to evaluate the impact of its activity in the community, and during the last few years, a series of studies have been carried out concerning the extent and the nature of the services provided, especially in point of social inclusion and community development.

The activities organized by the library have a major impact major in relation to the social goals of the authorities, bringing benefits to the community. These benefits can be direct: in the sense of the number of the active users; in the sense of the development of the collections, so as to cover a very large array of the users' reading and research options; by the investment in the modernization of the library areas and last but not least, by the provision of diverse and smart services attracting an important number of users. Out of the indirect benefits, we can mention: the contribution to education, to understanding democracy, to employment or the participation to cultural life etc., the

library being a living and active institution of the community. At the same time, we need to take into account the potential users as well, those for whom the library has the value of an “emergency department”, knowing that if they need a piece of information, they can find it there whenever they need it. No wonder that, under these circumstances, people need to become aware that they can go to the public library when they have to solve a personal problem of any type: administrative, public, sanitary, educational or related to the spending of their holiday etc. It is sure that the public library of the future will rely more on the citizens’ information needs, yet, in order for this tendency to become viable, the authorities of the central administration need to allocate consistent funds for technological development, for the development of inter-sectorial projects, elaborating at the same time regional information management strategies. The pieces of information produced in the public administration are of key importance for the citizens. For this reason, one of the principal tasks of the public libraries consists in making this information accessible to everybody, which involves a redefinition of the principle of basic information and the determination of the conditions in which it can be accessible to the users.

Concerning the cultural impact, it can be noticed in terms of the increase of the quality of life. For instance, in terms of reading and literacy, the libraries contribute to supporting the development of children’s reading skills, but also to the improvement of these skills among the adults. To economically inactive people, the library offers leisure activities, as an information and socialization source. We are aware that the public library is a service of great value for the community and losing it would have a negative impact on literacy, intellectual development, imagination and the education level. For this reason, all the efforts should focus on the development of this public service of such a great use for the community.

The most convincing evidence on its impact is from the domain of personal development, because the immediate results are easier to identify and are less questionable in point of the cause-effect relations. These results are expressed in terms of personal satisfaction, acquisition of new skills, trying new experiences, increased trust and self-respect, creativity development, cultural awareness, increased communication skills through linguistic development etc.

The provision of specific services in the public libraries

During the last few years, the public library has taken important steps towards very different services and activities compared to its aspect as an institution in the past, making efforts to open itself towards an increasingly diverse public. It is true that some people talk increasingly often about a disneylization of the library, about its decline as a public area in favor of entertainment and under the influence of the marketing principles of the private sector. The problem should not be perceived in this way, but as an opening in the context in which competition in the informational environment is increasingly intense.

The creation of a new library service involves the analysis of the needs of the community it serves, based on sociological studies, to avoid a wrong use of the financial and human resources available at a certain moment in the respective institution. Based on these studies, one can draw certain conclusions leading to information on the community profile, possible partners of the library, user demands etc. Any newly created service needs to be monitored and evaluated in order to be made sustainable, checking its impact on the users, the results obtained during a certain period of time, the efficiency of the activities etc.

The access to ICT in libraries has been very appreciated by all the categories of beneficiaries, as it results from the numerous studies carried out regarding the perception on this public institution, only 1 % of the respondents considering them useless. The new technologies support a large array of activities, from individual study to the finding of a job and the construction and maintaining of social networks using the internet.

Auditions of classical or modern music, accompanied by presentations of books or art albums represent another service provided by the art or multimedia sections of the libraries. The beneficiaries of these activities are people educated in this sense and who come with propositions of specific events or users who want to find out as much as possible about a composer, an artist or become familiarized with the respective domain. Usually, these activities are organized in partnership with artists, painters, musicians, music or drawing teachers who can provide important and new information regarding the aspects presented.

The presentation of a movie - accompanied by the presentation of the book it was made after -, the presentation of an author or of an epoch are programs that have enjoyed a real success and which have led to a growing interest in reading among the young public.

Public readings aim to increase the interest in reading especially among the young users, because at present reading has moved into a shadowy area if we compare it to the offers of the online environment, particularly the virtual one. For the contemporary society, in which diversity, culture and adequate language still represent social values, reading represents so far the most adequate way of attaining these desiderata.

The organization of courses for users according to their demands is a relatively new service in the Romanian libraries. To the community members, libraries offer areas where they continue to learn, developing their basic skills necessary to their participation in the social, cultural and economic life of the community. This supposes the development of the general culture, studying languages, developing reading skills, developing technological skills etc. By activities organized in a differentiated way for different categories of users, libraries stimulate ideas, discussions, a culture of dialogue and implicitly creativity. In Romania, by means of the Biblionet project, the perspective on public libraries has changed and a consequence of it was the training of an impressive number of librarians as trainers, the immediate result being the holding of diverse courses in an organized environment.

The activities based on volunteering have developed increasingly intensively lately, because very many of the library activities can be organized using volunteers. They need to be recruited, trained and coordinated in agreement to the Law no. 78/2014 concerning the regulation of the volunteering activity in Romania.

The technological evolution has allowed the public libraries to develop a series of special services for visually impaired people. In this sense, libraries have bought books in a Daisy (Digital Accessible Information System) format, by means of the Foundation "Cartea Călătoare" (The Travelling Book), consisting in the reproduction of the content of a document from a printed format into a digital format, accessible to blind and visually impaired people.

The services oriented towards target groups win more and more supporters in the libraries that have become aware that it is more efficient to address a target public in particular and to create services adapted to particular needs than to act in a general way. For example, by means of the Biblionet programme, national partnerships have been implemented, such as the one between the Agency of

Payments and Intervention for Agriculture (Agentia de Plăți și Interventie pentru Agricultură - A.P.I.A.) and the local libraries, the target group being represented by farmers, who can use the IT equipments in the public libraries to apply online for subventions, and financial support for the plot of land they have. [3] Another target group considered by the libraries is that of the unemployed people, who are helped to find a job by means of the services provided by the library.

Conclusions

At present, all the decision factors need to be aware that the public library is an institution of strategic importance, being the most important civil service storing and spreading information in a community. Investing in a public library is maintaining a civilizing institution with a great impact in the cultivation and information of a people. Local and national authorities need to elaborate a strategy in the domain of the libraries and of information in agreement to the international norms concerning this aspect.

In this sense, one has to create a management unit for libraries and for information in the central administration availing itself of qualified personnel resources, sufficient to cover the needs of the knowledge society. A library is an institution enriching the life of many people, enriching their chances of living - via education and job opportunities -, promoting social cohesion, all these being community landmarks that reinforce the identity of the population. Public libraries have a special contribution to the creation of social capital, because they assure social inclusion [4], bring people together, promoting tolerance and an understanding of cultural diversity.

Libraries represent the binder between the community and the government, a connection materialized on different levels of responsibilities. By offering governmental information and contents, libraries promote a friendlier appearance of governance. For many users, libraries are or will be in the near future the first contact point with the e-governance. With the appearance of an increasing volume of online governmental information and services, libraries become the most important place where people can access services, while librarians can offer them the necessary assistance in order to use these services.

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Romanian Libraries and Social Media: Uses and Gratifications – Case study: LBUS Library

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Abstract: Due to the continuous rising of social media and their implications in everyday life, it is difficult to ignore their role in the life of communities. New media is important for every day communication, but has also an important role in PR strategies. PR campaign in politics and advertising have to be presented on facebook or other social networks. Romanian libraries have registered an important growth in promoting themselves in online communities. The aim of this paper is to analyze the importance of this new method among other classical types of PR for libraries, especially for the LBUS Library.

Keywords: social media, PR strategies, Romanian libraries

1. Premises

The specialists agree upon the fact that nowadays the number of internet users is exponentially growing, determining its development from a *one to many* media into a *many to many* media, then to a change in the consumer behavior of users. It is shown that all of this implied transformations of strategy and communication instruments in the last years for most of international brands¹.

2. Definitions and delimitations

In the book named after the literary translation of *Facebook* network, *The Book of Faces*, the author, Alexandru-Brăduț Ulmanu, shows that under the term social media one can understand “everything that allows the active consume of interactive and amusement content, the interaction and collaboration between the users”². Ulmanu enumerates as being part of this concept the programs that allow the users to work together, from different computers, at the same time, in the same document, such as *Google Docs*, *wiki* sites as *Wikipedia*, which facilitates collective contributions to various projects, blogs and platforms as *WordPress* or *Drupal*, social networks as *Facebook*, microblogging services as *Twitter*, video sites as *YouTube* or *Trilulilu*, photography sites as *Flickr*, but also many other sites where users share their personal experiences and opinions about the services and commercial products, including virtual games where hundreds of thousand people interact simultaneously³.

¹ Delia Cristina Balaban, Ioan Hosu (coordonatori), *PR trend. Societate și comunicare*, București, Tritonic, 2009, p.323.

² Alexandru-Brăduț Ulmanu, *Cartea fețelor*, Bucureși, Humanitas, 2011, p.33.

³ *Ibidem*, p. 33.

He shows that on the Internet one can find everywhere examples of socialization of services, and any site becomes social because “it incorporates the connection with a social network”.⁴

3. Typology

The researchers classify *social media* into six categories⁵: collaboration projects, blogs, content production communities, social networks, virtual worlds and virtual societies.

Collaboration projects are about platforms that allow users to intervene on a web page and to change it as they wish, the so-called *wiki*'s. The most known is Wikipedia, popular encyclopedia, that reached 18 million articles and 365 million users in 2011⁶. Another popular example is WikiLeaks, a platform originally created to allow anonymous publication of secret documents, the aim being to increase the transparency of governments and organizations.

Another category is represented by blogs, which can be the author or collective, generalist or specialized (journalists or politicians blogs, blogs of companies, blogs integrated into news sites, blogs dedicated to events).

Examples for dedicated community content production are those sites where users can produce and distribute various types of media as *Flickr*, *YouTube*.

Among the most popular social networking sites is the one created by Mark Zuckerberg - Facebook. In Romania, the 2011 data show that there are more than 3.1 million accounts, representing nearly half of Internet users and 14% of the population. Brăduț Ulmeanu believes that this type of service is remarkable that "many of them encourage users to go online with real names and identity"⁷ which marks a paradigm shift, given that the Internet is a place where anyone can be anything. The last two types of *social media* are virtual worlds (games) and virtual societies, in which users can borrow identities, avatars that interact with other users in order to build a virtual character with which to live in a fictional manner.

In addition, in the social media category, we can also integrate the *Yahoo Messenger* service that enables even faster service exchange of information between colleagues, chatroom services, very popular in the 90s, and even the email itself. An information technology expert, Paul Jones told the

⁴ Ibidem, p. 40.

⁵ A.M. Kaplan and M. Haelein apud Alexandru-Brăduț Ulmanu, *op. cit.*, p. 33 și the next

⁶ Alexandru-Brăduț Ulmanu, *op. cit.*, p. 34.

⁷ Ibidem, p. 37.

author of the book cited above that "it sounds strange, but the email is still on of the online communications medium most commonly used ".⁸

4. Internet communication features

Anne Gregory, referring to communication on the Internet, specifies the unique characteristics of the Internet⁹:

- First, once the message is sent, the transmitter loses control, considering that there is not a neutral communication channel;
- It is interesting that it is so transitory, because some things can be erased immediately (the reply to an email, etc.) and permanently virtual (web pages that can remain unchanged for years);
- It is not bound by time, the response to a message can be sent / received anytime;
- The author believes that the Internet provides a unique environment where communities and community groups can form, reform, transform and dissolve;
- It is not tied to a specific space, access being as easy for anyone in close proximity, but also at hundreds and thousands of miles away;
- It requires no costs once it has been installed;
- Enables communication from one individual to another, but also from one group to another, respectively of all the combinations, all at the same time;
- The speed and amount of information that can be accessed are without precedent;
- One last feature mentioned by the author is interesting and important. She notes that Internet users have different views they hold the power, because that can group and regroup in different communities with high speed.

5. Internet use in public relations

Experts find that among Internet implications in communication we can include the fact that in a positive way public relations are a source of information that provides transparent access¹⁰. A change is that the audiences should be seen as a collection of "problems" rather than as uniform blocks as the customers.

⁸ Paul Jones apud Alexandru-Brăduț Ulmanu, *op. cit.*, p. 39.

⁹ Anne Gregory, *Planificarea și managementul campaniilor de relații publice*, Iași, Polirom, 2009, p. 110 and the next

¹⁰ Anne Gregory, *op. cit.*, p.112.

Anne Gregory shows that problems remain on the website, and the timing for reaction is up to the audience, that can occur at any time, even years later, when different groups of people gather around a problem and form a "new" public. The Internet is considered ideal for active publics and approved for public who searches for information.

Potentially, the members of this public are the best friends of an organization, but also they represent the biggest "problems". Experts warn that the idea of getting a continuum of actions required of those who communicate within the organization can be strengthened or destroyed by users accessing alternative information sources, many of which may be unknown to the organization, and this number will be determined continuously time.

A serious potential problem is the lack of information from organizations as alternative sources that can be accessed are available, but not all provide support. Anne Gregory¹¹ underlines that the Internet changes the power relations between networks of audiences involved, as lower interest groups present their case as well as larger organizations and interact directly with other stakeholders. Therefore, individual opinions have equal weight, no more or less important, and traditional opinion trainers, for example outside the Internet media are less influential. Communication is more direct, without the mediation of journalists and forced transmission opportunities (ads) are limited.

6. Promotion through social networks

The principle that makes *Facebook* work is simple¹²: each user has a profile page where he can upload photos and videos. You can view the recent activities of the user that can be commented on by his friends. Each network user can make friends with other users, with more or less access to their data

The network offers other facilities such as games, contests, chat, possibility of becoming a member of various groups, send messages etc. *Facebook* can be used in marketing, and the company has the opportunity to reach their target audience.

Researchers¹³ shows that the four elements can be used:

1. Profile: Each user shapes a profile which "is a page that is designed to convert visitors into friends. They would inquire into certain areas of the identity of the person concerned.
2. Groups: these offer the possibility to create a community around a brand, it creates a space for customers, colleagues and friends, so that they can participate in discussions about trademark.

¹¹ Ibidem, p. 113.

¹² Delia Cristina Blaban et alii, op. cit., p. 329.

¹³ Ibidem, p. 330.

There is a possibility for discussion forums, uploading photos, videos and links, and news and updates can be sent to group members.

3. Facebook Pages: researchers show that differs from groups that are more easily adapted than groups
4. Events on Facebook: through this possibility, marketing events may be promoted, the emergence on the market of products or any events of interest to the company.

It is believed that Facebook is currently the world's largest online social network that allows forms of promotion (some brands like Nuella, Pizza, Coca Cola, and personalities like Barack Obama or Mr. Bean). Experts believe that Facebook remains a platform for the presentation of self and own PR, but there is controversy regarding the effectiveness of marketing on Facebook. It is considered that in terms of share of accesses, corporate investment in Facebook is not profitable, much less on brand positioning.¹⁴

7. The Uses and Gratification (UGT) theory

UGT discusses how users deliberately choose media that will satisfy given needs and allow one to enhance knowledge, relaxation, social interactions/companionship, diversion, or escape .

UGT focuses on the consumer rather than focusing on the message, is about “ what people do with media?”¹⁵ rather than “what media does for people?”. Gratifications are sources of pleasure or satisfaction . UGT holds that audiences are responsible for choosing media to meet their desires and needs to achieve gratification.

Facebook rewards engaging content. In the study “How to Connect and Communicate with Customers”¹⁶, David Lee King proposes ten tips for turning the library social media in something appealing for users:

- 1.be relevant
- 2.be consistent
- 3.pay attention to different tools and different rules
- 4.share your library’s story
- 5.be human
- 6.type like you talk
- 7.be helpul
- 8.think short
- 9.be visual
- 10.encourage audience participation.

¹⁴ Ibidem, p.329.

¹⁵ Blumler an Katz apud Mattelart, Armand ; Mattelart, Michele, *Istoria teoriilor comunicării*, Iași, Polirom, 2001, p.116

¹⁶ *Library Technology Reports*, alatechsource.org, January 2015, pp.16-21

8. Romanian Libraries and *Facebook*

Romanian libraries have registered an important growth in promoting themselves in online communities. Next, we analyze the impact and specific online communication for several major libraries in Romania.

There is an increasing number of institutions that have developed in recent years pages in the Facebook network to promote and achieve a measurable impact from users.

Besides the most popular promotion method of websites, we encounter the official page of the institution which is used for personalized communication.

In postings we meet promotion of events, status updates, photo sharing. Also, creating groups on professional affiliations is another component of communication on *Facebook* (ABR group, ANPBR). Administrators of the pages may see a number of important statistics such as the number of users who viewed a post, number of likes, number of distributions, audiences accessing a post etc.

Of the number of pages analyzed, only part of them have links from the website on the *Facebook* page, which shows that they function as independent means of promotion:

The Library	Web site	Facebook page	Fb button on site
"Lucian Blaga" Central University Library Cluj - Napoca	yes	yes	yes
National Library of Romania	yes	yes	no
Metropolitan Library Bucharest	yes	yes	no
Central University Library "Carol I" Bucharest	yes	yes	yes
UMF - Carol Davila Library Bucharest	yes	yes	no
UPB Central Library Bucharest	yes	yes	no
University Library of Craiova	yes	yes	no
"Mihai Eminescu" Central University Library Iasi	yes	yes	yes
UP Timișoara University Library	yes	yes	yes
University Library Danubius Constanta	yes	yes	no

University Library of Oradea	yes	yes	no
University Library "Dunarea de Jos" of Galati	yes	yes	no
University Library "1 Decembrie 1918" of Alba Iulia	yes	yes	no
University Library "Lucian Blaga" of Sibiu	yes	yes	no
Romanian Academy Library of Bucharest	yes	yes	no

University Library "Lucian Blaga" of Sibiu has its own Facebook page since 2011. The number of likes increased at 513 in 2015.

The page is used for promoting library events, projects and communicating with users. Judging by the impact of the posts, the most accessed are the cultural and artistic events as the *Cultural Café* and *The Night of the Library*, Inauguration of Spanish Corner.



Fig.1. LBUS Facebook page

Conclusions

Tyler Cowen believes that "the Internet encourages us to seek identities and alliances based on specific and definite extreme interest"¹⁷. We could say that choosing the best PR strategy remains in the area of communication, because "the way in which you decide how to communicate is a fundamental choice in creating the most prosperous economy that life can give you."¹⁸

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¹⁷ Tyler Cowen, *Creează-ți propria economie*, București, Publica, 2012, p.108

¹⁸ Ibidem, p. 109.

Library – a new public space

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Abstract: In the present society libraries are not only an active component of the process of acquiring, processing, communication, preservation and archiving of information resources. Developments in information technology and communications turns library into a public space for communication. In the information society development of library led to the establishment and redefining its roles: information, enlightenment and socialization are the main features of contemporary library. Library become an educational, cultural and social center and also a tool for promoting research experiences and a means by which community members can participate in the social life. One of the fundamental issues that need to consider when talking about the role of public space of communication and library must assume is the understanding that the user needs have changed. Moreover, increasing and diversifying social needs manifests itself as a service request, and, to this end, one important characteristic of contemporary library should represent the increasing complexity of services offered to users. The library becomes an integrator public space where librarians must come to meet users both physical and virtual means. The library becomes a public space endowed with information resources in all areas and all genres.

Keywords: contemporary library, public space for communication, information resources.

Introduction

The problem of redefining the concept of "library" was released in Europe for the first time in April 2005 at the initiative of the European Commission the question of regulation of digital libraries. In this context, in Romania, the Government Ordinance no. 26/2006 (published in Official Gazette no. 85 of 30 January 2006) are made major changes to the law libraries in Romania. The library is expanded notion of "institution, department or specialized structure whose primary goal is to establish, organize, process, develop and preserve collections of books, publications, and other specific documents and databases to facilitate their use for information, research, education and recreation", as was defined in 2002, to the institution in charge of "initiation, organization and development of cultural projects and programs, including partnerships with public authorities and institutions, with similar institutions or public-private partnership"¹. For the first time the question

¹ Laura Manea, Adrian Constantin Manea, „Biblioteca virtuală, bibliotecă digitală, bibliotecă hibridă. Delimitări conceptuale și reglementare legislativă”, in *International Conference Proceedings of Librarianship and Information Science*, Editura Universității „Transilvania”, Brașov, 2007, p. 321.

of the need of a department of marketing and public relations, on the one hand to have the role to inform the user about the existence and benefits of library resources and services, and on the other hand to help the institution to continuously improving the services offered so as to meet the needs and expectations. For, once with developments in technology, the library will have to overcome their role and informal educational environment and to expand its scope of activities in the field of culture and social, which really means the institution adaptability to the needs and requirements of its users. In this respect, the main provisions set out in the Romanian Government's legislative program for 2014 was considered the Draft Law amending the Law 334/2002 on libraries². Among the regulations of this bill include: redefining public libraries, with the starting point that these multiple roles to meet: local information center, cultural center, education center, center of information technology, change that recognizes the different functions it performs public library and recognizing different functions it performs public library. These provisions are proof that it was realized that the libraries in Romania must become flexible and to adapt to the new roles assumed by European libraries.

Libraries - part of e-culture

The concept of "library" in today's society has changed fundamentally. The traditional role of space knowledge and educational space is added to the roles of cultural space and social space, the contemporary library offering hybrid image library in which, alongside traditional resources meet digital resources (materials in electronic format, video and multimedia) and integrated digital resources (related to virtual communication)³. Thus, internationally, have been identified the following roles of modern libraries: educational center for education, social center, a general information center and local center for information technology. In this context, the library becomes a community space suitable for satisfying relationship needs of its users.

Among the most current ways of networking include the development of virtual communities. For more striking and imposing development tools library globalization transforms library into what is called "Library 2.0", concept of increasingly addressed and promoted in the specialty literature. By making a comparison between traditional library and library 2.0, Dediu identifies the following characteristics⁴:

² Available at <http://www.drp.gov.ro/download.php?9ff139cbca3c8b4b65f2a4c46880b9d6>, p. 6. Accessed in February, 5, 2015.

³ Nicoleta Roxana Dinu, „Biblioteca hibrid în societatea contemporană”, in *International Conference Proceedings of Librarianship and Information Science*, Editura Universității „Transilvania”, Braşov, 2007, p. 143.

⁴ Liviu – Iulian Dediu, *Managementul serviciilor pentru utilizatori în bibliotecile contemporane*, Editura ANBPR, Bucureşti, 2009, p. 50.

Library 1.0 versus Library 2.0

Collections closed	Open Collections
Centered on bringing the library	Centered on finding users
Mission focused on output	Mission focused on value-added
Applications type "monolithic"	Flexible and modular applications
Information obtained easily	Information provided through dialogue / conversation
Services with limited options	Extension great options
Newsletter printed, mailed	Blog by a team
Catalog "Read-only"	Catalog with commenting functions, Amazon style
Services provided only in the presence of users	Global Services available
Integrated library system (ILS) per employee	User tagging
ILS is the core operational	Services for the user is the focus

In this context, the most used phrases to define the concept of Library 2.0 include: library is everywhere; library has no limits; library invites participation; library uses the most flexible and easy systems; library is a human-centered organization⁵.

"Library 2.0" is based on the orientation of librarian attention to the needs of users, in order to stimulate participation of users in creating services they want. Tim O'Reilly brought into focus the idea of exploiting the collective intelligence of those who use a product⁶. This, in the online environment, will take the form of feedback and comments on social networks. In this regard, user participation to develop value products, on sites like Amazon, Flickr, My Space, Facebook and Wikipedia, plays a major role. Also, achieving professional blogs and discussion forums have an important role in this respect.

Blogs created for professional libraries have an important role in terms of providing news and information for users and librarians, comment and recommend some resources available in the Internet, the presentation of data or new reviews about the newer books in collections, user training

⁵ Liviu – Iulian Dediu, *op. cit.*, p. 50.

⁶ Tim O'Reilly, „What is Web 2.0; Design Patterns and Business Models for the Next Generation of Software”. În *O'Reilly Media*, 2005, available at <http://oreillz.com/web2/archive/what-is-web-2.0.html>. Accessed in February 10, 2015.

on information retrieval in certain databases⁷. Blogs offer two major advantages when it comes to interaction with library users, namely: update rate and chronological ordering of messages. This may be very useful in situations such as: library provides users with new services and new resource, the library organizes cultural, scientific or other events that require a punctual and quick communication, library doing some timetable changes. All this is easier perceived when using blog tool compared to using the library Web site, where the information current can be "hidden", or electronic mail, which can be bored recipients⁸.

Regarding blogs for professionals in the field, they provide expert information on librarianship and information science in general. Librarians have worked just to list including the requirements that should be met by a professional who works in a library and this took the form of "Librarian 2.0 Manifesto". The author of the first version of "The Librarian 2.0 Manifesto" was Laura B. Cohen⁹, Web Support Librarian at the University of Albany, SUNY. The most important aspects mentioned in the "Manifesto librarian 2.0" were included in the code of ethics for librarians. Among the provisions that manifesto meet the following: "I will create open Web sites that allow users to join with librarians to contribute content to enhance the learning experience and to assist colleagues"; "I will lobby for an open catalog that offers customized and interactive features that users expect environments online information"; "I encourage members of library administration to keep online journals "; "I guarantee, through my actions, the vital role of the librarian in any type of culture evolving information"¹⁰. All these provisions demonstrate that the librarian, aware of the impact of information technology development, aims to adapt to new user requirements and to meet their needs. Likewise, Lancaster observed that the expression "to consult a librarian" will become synonymous with "contact a specialist in information". The librarian will become a consultant with extensive competencies.

Library – Center of Information and Communication

The value of information resources offered through various channels is the key feature to understanding the evolution of the idea of the current library. Among them one of the most important roles is to understand the library as an information and communication center. Beyond the traditional aspects of the idea of information, such as: on-the place of traditional documents (books, magazines, brochures, flyers), copy and print information, Internet access, access to their own databases using catalogs, and, more recently, the use of hyper-catalogs (hyper-catalogs involve

⁷ Robert Coravu, "Blogalizarea" bibliotecilor, in *International Conference Proceedings of Librarianship and Information Science*, Editura Universității „Transilvania”, Braşov, 2007, p. 131.

⁸ *Ibidem*.

⁹ L. B. Cohen, "Librarian's 2.0 Manifesto". În *Librarz 2.0: An academic's perspective*. Available at http://liblogs.albanz.edu/library20/2006/11/a_librarians_20_manifesto.html. Accessed in February 12, 2015.

¹⁰ Liviu – Iulian Dediu, *op. cit.*, p. 52.

integrating links to more information on a document to a full text, to an audio or video, links that allow extending the search of similar documents and annexation of information that add value document original¹¹), newer libraries provide community information services.

Community information centers consist of providing citizens of diverse information from various fields, such as: education, culture, law, minority issues, different aspects of NGOs or international organizations, statistical studies, aspects of economic or tourism, aspects of public administration, health care and social assistance¹². Thus, a library may identify one or more areas that are of interest to the community it serves and perform specialized databases with information relevant to the target group. In providing information to citizens can appeal to modern means of communication (email, blogs specialized, subscriptions to specialized programs) and the traditional means, such as telephone, fax or mail.

Another fundamental aspect that we must carefully when we understand the library as public space is that of meeting space, especially for users who for various reasons can't use regular library services. In this respect we talk about special services that any library should have their attention. These include: external services; information technology services for the blind and people with visual or hearing disabilities; information technology services for people with neuromuscular disabilities and guidance services and user training, conducted by target groups.

External services are services provided by public libraries outside the central or subsidiaries. Making mobile libraries, libraries-bus, libraries-boats or other forms of transport used to serve those living in remote areas¹³; services offered in prisons, hospitals, homes for children and the elderly are examples of this. With regard to information technology services for the blind and people with visual or hearing disabilities, libraries must take care to purchase equipment and special technical means for people with physical disabilities (hearing or vision) such as large monitors and contrast functions increased or displays that convert information into Braille and programs that convert the text spoken by the user into text written. Information technology based services for people with neuromuscular disabilities requires the purchase of special equipment for people with learning difficulties: readable documents, audio tapes, CDs¹⁴, keyboards with few keys or devices that replace the mouse and allow for special orders. As for the guidance and training of users, conducted by target groups, depending on their interests, imply the involvement of users in different social or cultural programs, conducted in different physical spaces designed for this purpose or virtual environment, within communities involved management issues that concern them at a time. In this

¹¹ Agnes Erich, „Biblioteca hibrid provider de e-informație în era digitală”, in *International Conference Proceedings of Librarianship and Information Science*, Editura Universității „Transilvania”, Brașov, 2007, p. 156.

¹² Liviu – Iulian Dediu, *op. cit.*, p. 69.

¹³ *Ibidem*, p. 121.

¹⁴ *Ibidem*.

respect, the librarian is to provide essential information and landmarks users and the actions they propose.

Where is achieved strong relationship between the library and its citizens that it serves, the library should provide resources for maintenance of networking. In this respect, we talk about dedicated staff and representative of each area of interest, specialized departments, specialized collections and special relationships with organizations and people representative of the areas of interest of the citizens. In addition, libraries can create tourist areas in compartments structure for providing community information, tourist information centers¹⁵. They have their own premises, staff and equipment dedicated and specialized activities. Examples are: Tourist Information Center "Gheorghe Iacomi", compartment structure of County Library "G. T. Kirileanu" from Piatra Neamt¹⁶; Tourist Information Centre from Botoşani County, created in a European Project and developed in partnership with the County Library from Botoşani¹⁷; Tourist Information Centre Măcin, developed near City Library from Măcin¹⁸.

In terms of understanding the library as a center of communication must be taken into consideration that, beyond the role that it plays in informing its users for a better and effective networking with them, the library must assume the role of organizer host events or events organized by other institutions or groups of people in the community it serves. In this regard, in addition to traditional services, we talk about new services included in library activities. Renting space library for social or business events; creating and sustaining support groups; creating spaces to achieve all kinds of debates; establishment of clubs with specific activity (such as chess club or photographers); organizing specialized courses; organization of competitions to stimulate interest in certain areas and to develop a spirit of competitiveness are examples of this.

Another basic role of the public library is to support that it can bring to the citizens we serve in terms of needs that they have in relation to leisure or purchase of various materials in a variety of formed on entertainment topics¹⁹. Through such involvement library contribute to the preservation of their culture, of history and traditions of the local community, to promote them and encourage citizens to participate in cultural life. In this regard, referring to the mission that the institution should have the library, the manager of the Central University Library "Mihai Eminescu" from Iaşi, Alexandru Călinescu, stated: "library building was conceived as a multifunctional space where

¹⁵ Liviu – Iulian Dediu, *op. cit.*, p. 70.

¹⁶ Available at <http://www.bibgtkneamt.ro/cit.htm>. Accessed in February 17, 2015.

¹⁷ Available at <http://www.bibliotecabotosani.ro/index.php/structura/centrul-de-informare-turistic>. Accessed in February 17, 2015,

¹⁸ Available at [https://www.facebook.com/pages/Centru-de-Informare-Turistica Macim/483938194992645?ref=hl](https://www.facebook.com/pages/Centru-de-Informare-Turistica-Macim/483938194992645?ref=hl). Accessed in February 17, 2015.

¹⁹ Liviu – Iulian Dediu, *op. cit.*, p. 121.

cultural activities had share at least a proper library ", stressing the need to open to the public library collections, not only documents but also by configuring it as an important cultural center²⁰.

Also, contemporary library should offer users access to application programs and various operating systems. The category also includes application programs online, programs accessible via the Internet, which includes and blogs, discussion forums, social applications for discussion and information exchange. In a study conducted in 1995, C. B. Lowry brings attention to the fact that, following the development of technology, libraries will survive if they focus on building a "virtual library infrastructure"²¹. Thus the library of the future will become a center of intermediation in a network environment by subsidizing access to information for the community it serves and providing technological support in this regard²², and the librarian will become "access point"²³ and itinerant in virtual space for users of information.

Conclusion

During the last period libraries began to turn into important formal and informal social centers, due to technological, intellectual and social changes to which they were subjected. Libraries becomes a new public space that offers various services to citizens: from tourist information to provide services to people with special needs, from organizing activities that encourage artistic and cultural life at providing support from Virtual communication in virtual communities profile. Contemporary users have expectations and demands very different from traditional users. To accommodate them and maintain utility libraries, and therefore staff they must change their attitude, thinking and working. In addition, library services and specific techniques are constantly expanding, aiming to cover the ever-changing needs of users.

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²⁰ Sanda Bercovici, *Biblioteca universitară între tradiție și mondializare uniformizantă*, Editura ExPonto, Constanța 2007, p. 86.

²¹ Apud. F. W. Lancaster, „Editarea științifică în rețea: impactul potențial asupra bibliotecilor și bibliotecarilor”, în Malcom Watson, *Managementul informației și al bibliotecilor în mileniul III*, Editura A.B.I.R., București, 2004, p. 147.

²² F. W. Lancaster, *op. cit.*, p. 148.

²³ *Ibidem*, p. 153.

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Information Literacy in the Documentation and Information Centre (DIC)

Specific activities designed into the DIC for info-documentary skills training of students: case study at DIC - C.T. Cibinium Sibiu

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Abstract: Info-documentary skills are part of the key-skills of students and missions of the Documentation and Information Center (DIC). The paper refers to the eight info-documentary skills mentioned in the organization and functioning Regulation of school libraries and of Documentation and Information Centers and illustrates with a case study the specific activities designed into the DIC for the information literacy training of students. The study conclusion reveals the complex and the extensive character, also the results of the info-documentary activities of the DIC.

Keywords: Documentation and Information Center (DIC), info-documentary skills, education for information, information literacy, regulation

1. Preliminaries

As part of the key-skills training of students, particularly of that to learn how to learn and to use the new digital technologies as a tool for learning and knowledge, they are plotted info-documentary skills, representing the education for information and so, the information literacy training, which are found elements in the National Education Law. [1]

Also, information literacy training and development, respectively info-documentary skills of students constitute the mission of the Documentation and Information Center (DIC), which is a modern structure, a multidisciplinary and multimedia resource center, implemented in romanian undergraduate system since 2000 whose activity is provided by the current organization and functioning Regulation of school libraries and of Documentation and Information Centers. [2]

The presentation of info-documentary skills (on domains and subdomains in Annex 2 of the Regulation) which pupils should develop by the end of compulsory education, states that the work was performed in order to orientate the activities from DIC for the students' training in the education and information domain. There are mentioned the following eight areas of information and documentation skills of students:

1. Knowledge of info-documentary structures
2. Knowledge of different types of documents
3. Knowledge and use of tools to access information
4. Defining the research subject and its issues

5. Selection of appropriate documentation to research subject
6. Gathering and processing the relevant information to communicate
7. Communication of the information in various forms
8. Evaluation of the information, of the research approach and of the research product

2. Information literacy of students by acquiring info-documentary skills

Design frame structure of info-documentary activities:

- ❖ Setting of the skill area
- ❖ Defining of the specific skills
- ❖ Denominating of the activities
- ❖ Fastening of the operational objectives
- ❖ Giving of the contents and sequences: theoretical and practical
- ❖ Listing of the used resources: procedural, material and human
- ❖ Evaluating of the expected results

The designed specific activities in DIC for info-documentary skills training of the students

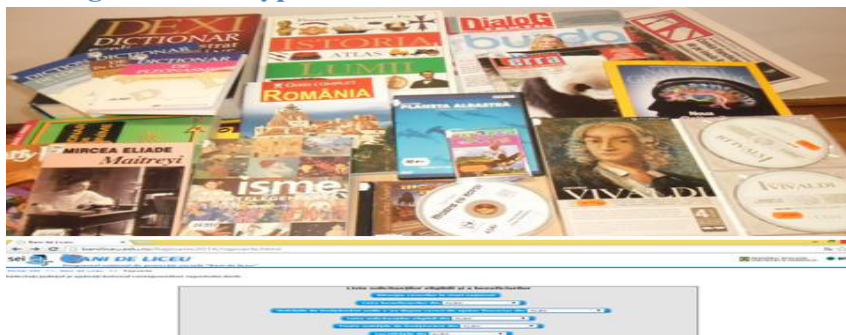
2.1. Knowing of the info-documentary structures: The Documentation and Information Centre (DIC)



- The activity: general presentation of DIC: 9th class: planned access
- The sequences / contents
 - ✓ Updating of the knowledge about info-documentary library type structures arranging
 - ✓ Analogy presenting by the school library and the DIC, emphasizing distinctions of DIC: modular space, flexible, multifunctional, more attractive, more diversified and various resources
 - ✓ Reading of the internal Regulation of DIC in short analysis

- ✓ Seeking and finding demonstration of one document on the shelf: a title of school bibliography

2.2. Knowing different types of the documents

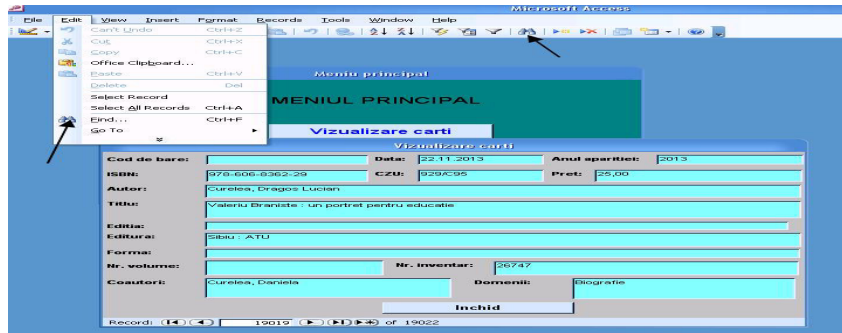


- The activity: communicating of the documentary typology: bibliographic and webographic documents
- The sequences / contents
 - ✓ Evoking of the known documentary types of frequented info-documentary structures (libraries, museums, archives etc.)
 - ✓ Establishing of the library documents:
 - specific (books, periodicals, audio-visual and electronic documents)
 - nonspecific (coins, medals and decorations, artwork, archival documents etc.)
 - ✓ Determining the characteristics of a bibliographic document
 - ✓ The multiple criteria for the classification of documents, as bibliographic and documentary information resources (about grouping collections, material support, provided information, the manner of appearance, the way of information transmission)
 - ✓ Mentioning of the information and documentation resources through Web / Internet
 - ✓ Task: test

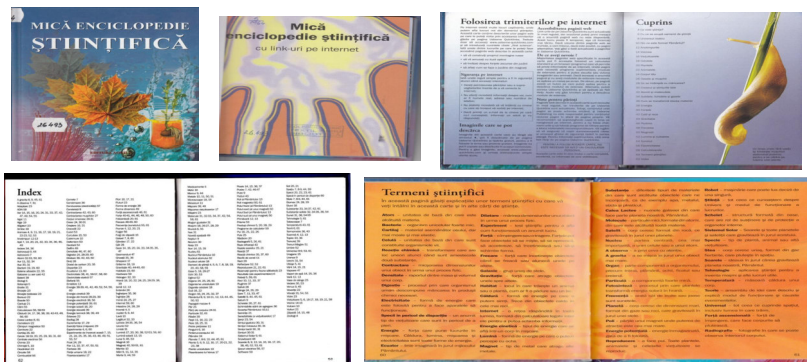
2.3. Knowing and using of the access tools to information

- The activity: Systematization and using of the access tools to information from DIC
- The sequences / contents
 - ✓ Highlighting of the facilitating function to information access of the information tools from DIC
 - Open access shelf – fast direct information
 - Reference fund – consultation and information in DIC space
 - Reference works : monographic documents and periodicals (encyclopedias, lexicons, dictionaries, guides, atlases, magazines, reports, newsletters etc.)

- The system of catalogues (traditional - alphabetical, systematic etc.; computerized)
- The bibliographics made on the documentary fund
- Using of the computerized catalogue of the book fund from DIC: important facilitating tool of the local access to information in DIC



- The access tools to information inside of the document (book type) depending on the editorial presentation



- The web search engines
- ✓ Application: distributed tasks into the groups according to the specific skills

2.4. The stages of a documentary research: from defining of the subject to evaluating of the research product

- Activity: carrying of a documentary research
 - Theme exemplifying: The book's history

2.4.1. Defining of the research subject and its problems

- The sequences / contents
 - ✓ Drafting of the research subject by key-words
 - ✓ Calling of the previous knowledge about the research theme
 - ✓ Defining of the subject by editing of a documentary research plan

✓ Task: test¹

2.4.2. Selecting of the appropriate documents to the research subject

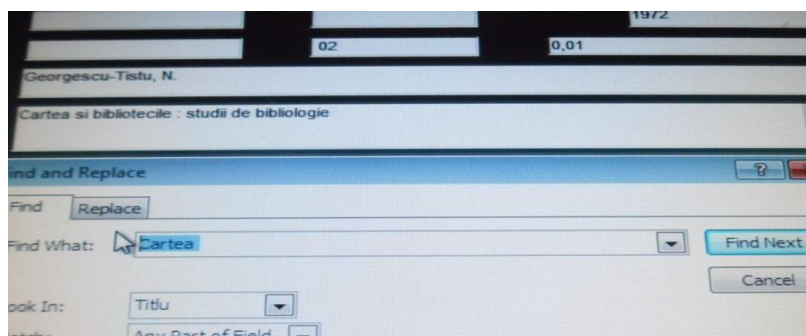
➤ The sequences / contents

✓ Identifying of the documentary resources: orientating bibliography

- Book type documents of paper
- On-line documents / webography

✓ Using of the access tools to information

- The electronic catalogue of the book fund from DIC



- The on-line search engines for web documents
- The open access shelf

✓ Writing of the bibliography references of the chosen documents for the research subject

- Systematization of bibliographic references according to the types of the accessed documents: overall (independent entities: monographs and serials) or analytic (parts / contributions from independent publications - book chapters, magazine / newspaper articles)
- Respecting of some international / standard rules and conventions in wording of the bibliographic note about of: identity elements, rendering order, used punctuation
 - Practicing of some different styles / systems of bibliographic description by prestigious institutions (APA, MLA, ISO etc.), especially of punctuation.
- Adopting of an authorized / standardized system for respecting of the bibliographic uniformity principle in the description of the documents

1

- Find at least three keywords for the concept of the book.
 - Define the writing in your own vision.
 - Assign a representative element of the book to each historical great stage.
 - List at least three representative books, stating their space-time belonging.
- e. Indicate a title of useful bibliography in the documentary research of the subject / defined theme

- Presenting of some patterns according to the existing rules for different types of documents, overall accessed (entities) or analytic (parts / contributions from independent publications)

✓ Task: Application²

2.4.3. The collection and processing of relevant information to communicate



➤ The sequences / contents

- ✓ Consultation (selective) of the recommended bibliography of at least three resources, as well as those identified in the personal approach
- ✓ Testing of the relevant information by corroborating with developed plan (stage I) for defining the research subject
- ✓ Using of the reading
 - as information and documentation tool
 - in creative purpose (documentary research products: abstract, summary, essay etc.)
 - by the forms: analytic (from overall to part); synthetic (from part to overall)
 - for taking of the notes, using: condensation techniques message (Diagrams, sketches, keywords) and written text processing methods (analytical and synthetic)
- ✓ Reformulating the information in a personal manner

2

- Based on the guiding bibliography, find other useful resources in documentary research, including: two on paper and two on-line.
- Use, for documentary resources finding, the following access tools to information:
 - The open access shelf
 - Computerized catalogue of the book fund DIC
 - On-line research engines
- Write the bibliographic reference for each found resources according to the recommended model, having in sight the characteristics of document.

- Personal reflection (concentrating of the intellect; reflexive thinking; critical spirit; cognitive autonomy)
- Making of connections (relationship between information and between documentary sources; association, as appropriate: examples, arguments, texts, images)
- ✓ Structuring of the information for answering to the research subject:
 - Ordering of the processing information
 - Sistematization of the extracted dates in synthetic manner (of analytic processing)
 - Customizing in the structuring of dates according to the research product
- ✓ Identifying and respecting of the using information and of the copyright by:
 - Indicating of the sources for quotes or inserted documents
 - Completing of the bibliography
- ✓ Achieving of the final product
 - Selectioning of the final product according to:
 - requirements in defining the subject (stage I)
 - established communication mode: direct, remote, oral, written
 - basic rules in making different types of products (abstract, paper, essay, graphic organizer, PP presentation)
- ✓ Task: Aplication³

2.4.4. Communication of the information in various forms



3

On the basis of bibliographical documents, arrange for collection, processing and organizing information in order to achieve the final product, according to the following requirements:

- a. Approach the research subject in its complexity
- b. Use the analytical method of information processing (from the whole to part)
- c. Use the synthetic method (from part to whole) for systematizing and ordering of processed information in analytical step
- d. Edit the bibliographic references of the used / exploited documents in the research approach

- The sequences / contents
 - ✓ Organizing of the manner and of the presentation framework (Establishing of the student groups according to the type of the made product)
 - ✓ Communication techniques of the students' products
 - Oral / direct: presenting of the each product type on student organized groups
 - Written / remote: transmission in writing (on paper or electronically) of individual products
 - ✓ Respecting of the basic rules in making of the various kinds of products, from the set out requirements in the defining step of the research subject
 - ✓ Presenting of the final product (Individually and in the organized teams)
 - ✓ Task: Communicating of the documentation research products

2.4.5. Evaluating of the information, of the research approach and of the research product

- The sequences / contents
 - ✓ Establishment:
 - The type of evaluating: product (the agreed products of pupils at the end stages of the documentary research: abstract, summary, essays, graphic organizers, power point presentations.)
 - The tool of evaluating: checklist (requirements of: content, form, communication, presentation, level of the achievement)
 - The date of evaluating (the end of the documentation research activity)
 - ✓ Communication of the evaluating tool: the checklist
 - ✓ Self evaluating and the each other evaluating of the students' final products
 - Based on the checklist:
 - Self evaluating of the students for their products
 - Each other evaluating of the products in the co-operation activity
 - Writing and obtaining an individual score of the two types of evaluation
 - ✓ Highlighting of the achievements and knowing of limits in conducting of the documentation research
 - Successful results (fulfillment of the requirements on the checklist)
 - Limits (noticed minuses in fulfillment of the requirements for appropriate achievement of product)

- ✓ Task: application of the checklist: individually and reciprocally⁴

3. Conclusions

3.1. The formation and development of the info-documentary skills - complex and extensive activity

- Info-documentary activity
 - ✓ By itself (elective course: Education for information / Information literacy)
 - Lesson - activity
 - ✓ Integrated in the various school subjects (disciplinary projects / partnerships with teachers):
 - Integrated documentation sequence in the frame of the lesson
- Educational activity differently framed
 - ✓ school / ex-school; free / planned; educational / cultural / communicational
 - ✓ collective / individual

3.2. The results of the info-documentary activity

- Practicing of the investigative approach (thinking, adaptation)
- Development of:
 - ✓ critical sense, of autonomy in the information activity, of the intellectual curiosity
 - ✓ a set of knowledge of info-documentary activity, of some skills, capabilities
 - ✓ autonomy in searching, selecting, processing and communicating information for personal, academic, professional purpose
- School success of the students, their social and professional integration

Bibliography

[1] National Education Law no. 1/2011 (Official Gazette Part I, no. 18 / 10.01.2011)

[2] MECS Order no. 5556 / 07.10.2011. (Official Gazette no. 757 / 27.10.2011)

4

- Based on the checklist, make the own evaluation of the made product, choosing the fulfillment level which you consider appropriate
- On the same criteria make reciprocal evaluation of your products
- Quantify the results of the two types of evaluation.



Accesul direct la documentele în biblioteca Liceului Teoretic „Mikes Kelemen”

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The Direct Access to the Documents in the ”Mikes Kelemen” School Library
The present study is focused mainly on the presentation of the ”Mikes Kelemen” School Library and about the access of its users to the library’s documents.

Keywords: access, documents, ”Mikes Kelemen” School Library, users



„Accesul utilizatorilor la colecțiile și serviciile bibliotecii se face în baza **Legii bibliotecilor nr. 334/31.05.2002**, cu modificările și completările ulterioare, a prevederilor legale referitoare la protecția patrimoniului cultural național, la drepturile de autor și la drepturile conexe.”

Legi, regulamente..... însă când prezint Biblioteca Liceului Teoretic „Mikes Kelemen” și cum se realizează în ea accesul liber la informație, nu pot să scriu, decât la persoana I.-a singular deoarece ea este locul ideal, unde mă simt cel mai bine.

Deși suntem denumiți ca centru de documentare și informare încă din anul 2005, datorită fondurilor insuficiente, această transformare în CDI încă nu s-a realizat complet, de aceea eu o consider încă ca pe o bibliotecă, și în continuare mă voi referi la ea ca atare.

Biblioteca mea se află în clădirea internatului școlii noastre. A fost o alegere foarte bună din partea conducerii, pentru că în afară de copiii care stau în cămin, la etaj avem și clasele primare.

E bine pentru cei de vârstă fragedă să fie familiarizați cu biblioteca. Ei pornesc cu un avantaj mare față de copiii din celelalte școli, pentru că suntem împreună. Ei trec în fiecare zi în fața ușii bibliotecii mele, mă cunosc și intră fără teamă în bibliotecă. Pentru ei am amenajat special o sală unde sunt expuse cărțile de vârsta lor, dar și jucării pe care le-am adunat cu prietenii bibliotecii.

Aici lucrează de obicei elevii de serviciu. Ei sunt special instruiți în desfășurarea activității cu cei mici.

În celelalte săli am încercat, atât cât a fost posibil, să pun cărțile după așezarea sistematic – alfabetică, bazându-mă pe sistemul Clasificării Zecimale Universale. Margareta documentelor nu este utilizabilă la noi în orientarea utilizatorilor, pentru că biblioteca mea este alcătuită din șase săli distincte și împărțită în mijloc cu un coridor lung de 30 m. În locul margaretei folosim afișe și catonașe.

„Biblioteca școlară formează, la elevi, abilități de studiu pentru toată viața, dezvoltându-le imaginația, oferindu-le posibilitatea să trăiască ca cetățeni responsabili.”¹

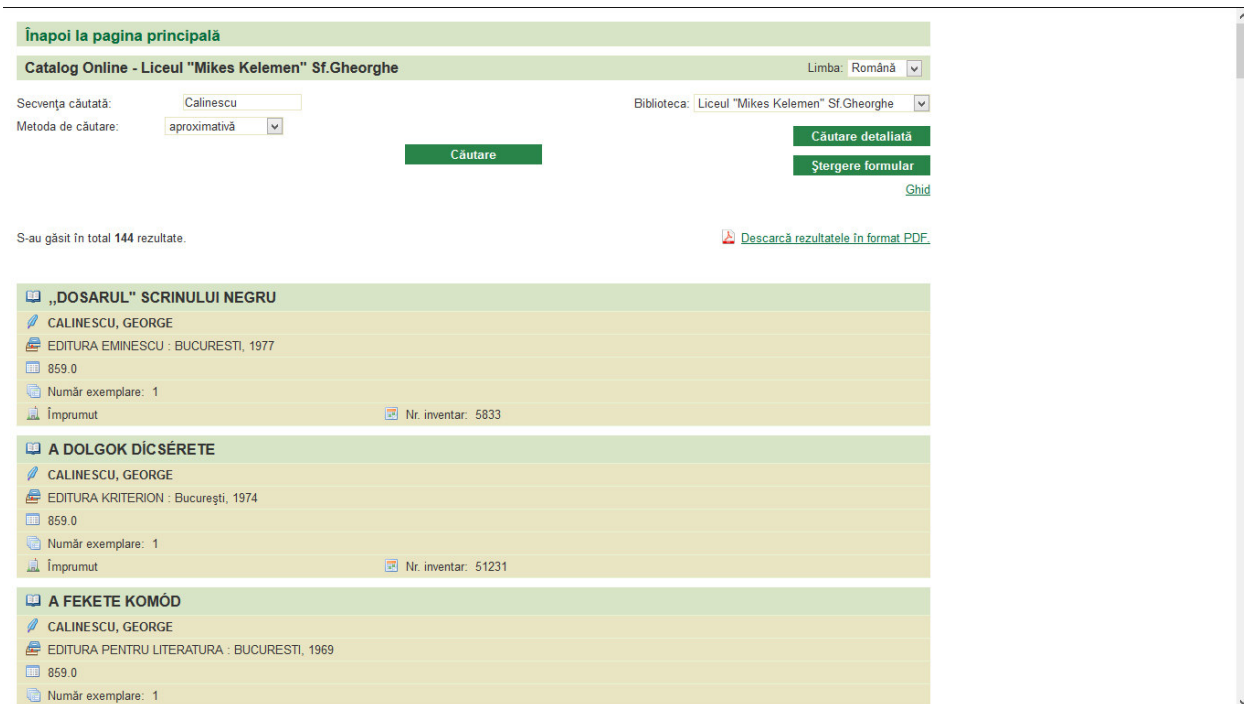
O preocupare aparte am avut întotdeauna pentru cărțile care fac obiectul clasei a-8-a reprezentând : *Limbă. Lingvistică. Literatură.*

Preferențial, ***limba și literatura maghiară, limba și literatura română*** ocupă un spațiu aparte. Chiar la intrare, în prima sală sunt expuse aceste cărți. Această sală este cea mai solicitată,

¹ Extras din Manifestul IFLA/UNESCO pentru Bibliotecile școlare, 2005

Accesul direct la documentele din biblioteca Liceului Teoretic „Mikes Kelemen”

de aceea aici se află calculatoarele bibliotecii cât și biroul de împrumut. Dulăpiorul cu fișele de catalog nu mai este folosit, s-a transformat într-o măsuță pentru aparatul de xeroxat. În locul catalogului obișnuit utilizatorii noștri se pot interesa după documente (liber, la orice oră!) în catalogul online al bibliotecii noastre².



Înapoi la pagina principală

Catalog Online - Liceul "Mikes Kelemen" Sf.Gheorghe Limba: Română

Secvența căutată: Biblioteca:

Metoda de căutare:

[Child](#)

S-au găsit în total 144 rezultate. [Descarcă rezultatele în format PDF](#)

„DOSARUL” SCRINULUI NEGRU
CALINESCU, GEORGE
EDITURA EMINESCU : BUCURESTI, 1977
859.0
Număr exemplare: 1
Împrumut Nr. inventar: 5833

A DOLGOK DICSÉRETE
CALINESCU, GEORGE
EDITURA KRITERION : București, 1974
859.0
Număr exemplare: 1
Împrumut Nr. inventar: 51231

A FEKETE KOMÓD
CALINESCU, GEORGE
EDITURA PENTRU LITERATURA : BUCURESTI, 1969
859.0
Număr exemplare: 1

În sala alăturată am pus cărțile de *literatură universală*. Aici cărțile traduse în limba maghiară sunt împreună cu cele în limba română.



² <http://bibliotecamikes.blogspot.com>

În continuarea lor am pus separat cărțile în limba germană, engleză și franceză. Știu că este o greșeală că am separat aceste cărți, dar cititorii noștri se grăbesc, vin de obicei în pauzele de școală, de obicei ei doresc să învețe o anumită limbă când aleg aceste cărți.

În această încăpere am mai expus cărțile pentru clasele (C.Z.U) 1, 5, 6, 9, adică psihologia, filosofia, biologia (botanica-zoologia-anatomia), matematica, fizica, astronomia, chimia, istoria, geografia, tehnica.



„Accesul la serviciile și colecțiile bibliotecii școlare se bazează pe Declarația Universală a Drepturilor și Libertăților Omului și nu trebuie să fie obiectul niciunei forme de cenzură ideologică, politică sau religioasă, și nici al unor presiuni comerciale.”³

Cărților noastre celor mai de preț am amenajat o sală specială: **sala de documentare**. Aici am adunat dicționarele, atlasele, lexicoanele, albumele de artă dar și cărțile despre istoria religiilor sau pe cele de istoria artei. Scopul meu nu a fost unul de teaurizare. Cititorii au acces liber la raft ca și în cazul celorlalte săli. Nu le pot împrumuta, dar le pot consulta la sala de lectură.

În sala de documentare am amenajat și un spațiu de lucru pentru personalul didactic. Ea este folosită și ca spațiu de consiliere.



³ Extras din Manifestul IFLA/UNESCO pentru Bibliotecile școlare, 2005

„Biblioteca școlară oferă servicii de studiu, cărți și documente care permit tuturor membrilor comunității școlare să gândească în mod critic și să devină utilizatori efectivi de informație, în orice format și media.”⁴

Sala de lectură este destinată atât pentru lucrul individual cât și pentru lucrul pe echipă. Elevii noștri pot să citească, să învețe, să-și scrie temele cu ajutorul calculatoarelor portabile din dotarea bibliotecii, organizăm de asemenea prezentări de carte, Benjamin Franklin Club cu invitați din SUA, întâlniri, ședințe, expoziții.

Această sală este dotată cu DVD și televizor color. Într-un cadru organizat copiii pot să vizioneze filme artistice, documentare din videoteca bibliotecii.

În sala de lectură se află expuse pe rafturi ziarele, revistele dar și periodicele de literatură, matematică, fizică etc. Ele pot fi consultate, dar și împrumutate de către utilizatori. Tot aici sunt utilizate și calculatoarele portabile (notebook) ale bibliotecii noastre. Conectarea lor la internet se realizează wireless.



Această sală îmi place cel mai mult. Totul este mai aerisit și plin de dinamism. Elevii o „cotropesc” cu plăcere.

Magazia de manuale aparține tot de bibliotecă. Lucrul cu manualele nu-mi ia foarte mult timp deoarece sunt ajutat foarte mult.

⁴ Extras din Manifestul IFLA/UNESCO pentru Bibliotecile școlare, 2005

Accesul direct la documentele din biblioteca Liceului Teoretic „Mikes Kelemen”

În incinta bibliotecii se află și arhiva liceului. Aici se află cataloagele, documentele oficiale. Secretarele noastre sunt gestionarele acestei săli.

Coridorul bibliotecii oferă un spațiu generos pentru expoziții. Organizăm aproape lunar câte un vernisaj. Concursul anual de desene **Lectura mea favorită** e unul dintre preferatele mele.

Suprafața bibliotecii este de 384 m². Suntem o bibliotecă mare într-o școală mare.

LIMBA MAGHIARĂ LIMBA ROMÂNĂ		LEXICONE	SALA DE LECTURĂ	
HOL				
LITERATURA PENTRU CEI MICI	LITERATURA UNIVERSALĂ + CLASELE 1, 5, 9, 6	ARHIVA LICEULUI	MAGAZIA DE MANUALE ȘCOLARE	

Holul internatului nu face parte din bibliotecă, dar ne-am „permis” să ne extindem și în afara bibliotecii. Aici am expus vitrinele cu noutățile, iar periodic organizăm expoziții de cărți legate de evenimente speciale.

În hol, imediat lângă ușa bibliotecii este pus și un avizier, în care expunem anunțurile și afișele programelor.

Monitorul cu anunțuri din holul clădirii principale cât și cel care se află în holul bibliotecii noastre este intens folosit, mai ales când organizez un program important la care aștept un public numeros. .



Accesul direct la documentele din biblioteca Liceului Teoretic „Mikes Kelemen”

Fondul de carte al bibliotecii din Liceul Teoretic „Mikes Kelemen” este variat din punctul de vedere al titlurilor, în suficiente exemplare (54.496 de volume) în raport cu numărul mare de elevi (1316)-profesori (102)-TESA(35)-internat (125) din liceul nostru.

Însă fondul se deteriorează rapid, având în vedere că primim foarte rar bani pentru achiziții, iar în majoritatea donațiilor primim cărți folosite.

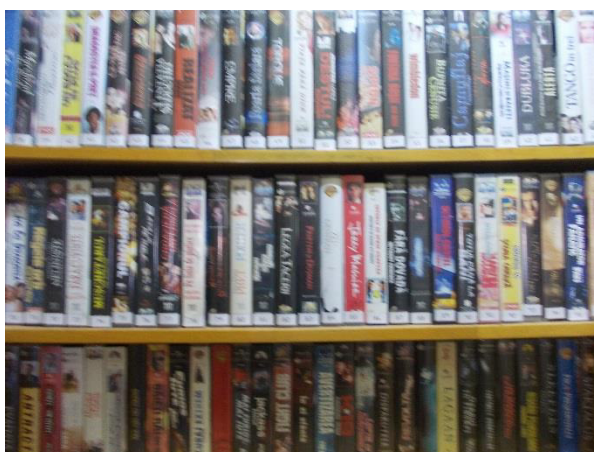
Mari probleme avem în special cu fondul de limba și literatura română deoarece numai prin cumpărare putem să procurăm cărți românești.

Recondiționarea cărților se face cu ajutorul elevilor de serviciu. Ei au o oră specială, în decursul căreia sunt învățați cum să restaureze o carte.

Din 1990 încoace am întâmpinat numeroase greutăți, dar și așa numărul de volume din biblioteca noastră aproape că s-a dublat!



Materiale audio video pe suport magnetic și digital avem într-un număr de 860 de exemplare, dar nu este o prioritate pentru noi ca să le colecționăm. Evoluția tehnologică duce rapid la „îmbătrânirea” lor. De aceea, cu ajutorul unui grant câștigat de la Ambasada SUA din București, avem internet wireless de cea mai bună calitate, iar elevii noștri pot descărca (dar nu și copia!) de pe web aproape orice.



Dotarea cu aparatură electronică a bibliotecii este satisfăcătoare, dar este încă departe de standardele europene:

Xerox *HP*

Printer *HP*

Scanner *HP*

Computere: 6

Notebook 15

Laptop 1

Proiector 1

Instalație audio: 2

Aparat de laminat *Atalam*

Tipografie computerizată *Ricoh Priport*

DVD LG

Televizor color *Panasonic*

Combină audio *Fisher*



Calculatoarele sunt conectate la internet, sala de lectură dispune de 3 surse alternative wireless.

„Serviciile bibliotecii școlare trebuie asigurate, în egală măsură, pentru toți membrii comunității școlare, indiferent de vârstă, rasă, sex, religie, naționalitate, limbă, statut profesional sau social. Servicii și materiale speciale trebuie asigurate și pentru persoanele care nu pot folosi serviciile și materialele curente ale bibliotecii.”⁵

- ❖ Am realizat program special pentru navetiștii din clasele I-VIII. Ei vin regulat în bibliotecă după orele de curs și își fac temele cu ajutorul meu. Printre ei se află și elevi de origine romă.
- ❖ Copiii cu program prelungit (clasele I-IV) sunt invitați să deseneze și să citească în sala de lectură.
- ❖ Elevii exmatriculați stau trei zile în centrul de documentare. În tot acest timp ei sunt obligați să învețe sau să mă ajute în activitatea mea.

⁵ Extras din Manifestul IFLA/UNESCO pentru Bibliotecile școlare, 2005

- ❖ Elevii care sunt de altă religie decât cea a bisericilor istorice sau sunt atei, vin la bibliotecă în timpul cursurilor de religie. Țin curs de biblioteconomie pentru ei, mă ajută în bibliotecă.
- ❖ Conducerea liceului nostru este foarte sensibil la problemele bibliotecii noastre. În fiecare zi vin câte 2 elevi de serviciu din clasele IX-X (profil uman și real). Mă ajută foarte mult în lucrul cu cărțile, eu în schimb le inițiez în tainele meseriei de bibliotecar și le stârnesc dragostea față de cărți. Fără entuziasmul lor nu aș putea reuși în munca mea de zi cu zi.

Am constatat că și în liceul nostru elevii citesc mai puțin, indiferent dacă lectura este pe suport digital sau tradițional. S-a dovedit că internetul nu favorizează atât de mult lectura cât se credea inițial. De aceea noi -bibliotecarii școlari, profesorii documentariști- trebuie să fim atenți cu copiii noștri, să le îndrumăm pașii către lectură, atât în prezent, cât și în viitor.

Fiecare om are interesul propriu ca această capacitate de comunicare să-i fie dezvoltată, să-i funcționeze la parametrii optimi în culegerea informației, ca acest instrument să-l ajute în dezvoltarea personalității și să-i ofere trăiri estetice.

Ne aflăm de fapt în normalitate: comunicarea prin imagini s-a dezvoltat atât de mult, încât își cere drepturile în culegerea informației, în influențarea opiniei publice, în petrecerea timpului liber.

S-a dovedit că în era digitală casa lecturii este biblioteca. Elevii vin în primul rând aici când vor informații, cărți de care au nevoie, în același timp este și un loc ideal unde toate programele gravitează în jurul lecturii.

Biblioteca școlară nu mai este singura sursă de informare, dar poate să atragă elevii prin felul în care li se oferă informația. Totul depinde de aptitudinea și atitudinea bibliotecarului dacă reușește să-i evidențieze avantajele ei.

Adaptarea bibliotecii la noile provocări din partea lumii informaționale este o prioritate, pe care bibliotecarul o poate rezolva cu un management eficient, și cu toate că relația cu publicul cere un efort în plus, el poate schimba opinia societății și implicit să atragă noi investiții.

Bibliografie

IFLA/UNESCO School Library Manifesto. (2005). Hague, Netherlands. Preluat pe January 15, 2014, de pe <http://archive.ifla.org/VII/s11/pubs/manifest.htm>