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Elementary school pupils: from passers-by in libraries and other cultural heritage institutions to their end-users

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Abstract

Abstract: In terms of class organization, an important factor for creating the conditions for the teaching process is the venue at which the teaching takes place. School field trips represent a special type of teaching which involves visits to museums, libraries and other cultural heritage institutions. The aim of this research, conducted in a Croatian elementary school, is to determine how well the pupils remember their visits to these institutions and how motivated they are for such trips. Taking into consideration that the research involved 41 participants who visited a total of 31 museums, libraries and other institutions during the course of 8 years, the total number of possible answers in the survey was 1271 and the participants only provided 239 answers, which means that they remembered only 18.8 percent of institutions visited. The survey also probed the students to see how they prepared for these visits during their school excursions and field trips. Out of 41 participants, 16 reported that their homeroom or class teachers had acquainted them with the institution they would visit; only 4 students obtained the information on their own from online or some alternative sources; and 21 students, more than a half, did not try to obtain any information about the institution they would visit. A way to change this lies in appropriate intellectual and emotional motivation of students, and one of the possible concrete measures is the project “A Backpack Full of Culture”, conducted by the Ministry of Culture of the Republic of Croatia.

Keywords: libraries, cultural heritage institutions, motivation, Backpack Full of Culture

1. Introduction

The aim of this research, conducted in an elementary school in the Krapinsko-zagorska county in Croatia, was to determine how well the elementary school pupils remember their visits to museums and other cultural heritage institutions and to what extent they are motivated for such visits. The intention was to test the following hypotheses: 1. The eighth grade pupils remember less than one quarter of libraries, museums and other cultural heritage institutions they had visited during their eight years of education; 2. The students were not prepared in schools for their trips to cultural heritage institutions; 3. After their visits to libraries, museums and other cultural heritage institutions, the students did not spend any more time on this topic.

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2. Why visits to libraries, museums and other cultural heritage institutions

In terms of class organization, an important factor for creating the conditions for the teaching process is the venue at which the teaching takes place. The modern notion of student-oriented education thus allows the classes to be held not just within the school, which implies both the school premises and the facilities outside it, but also conducting practical education in different institutions and companies. School excursions and field trips represent a special type of classes. The difference between field trips and excursions is that trips are used as a form of psychological and physical recreation of students, while excursions are used to study certain parts of the curriculum in their essential form [1], which is something that cannot be accomplished in the framework of traditional classroom setting.

In accordance with the Primary and Secondary School Education Act and the School Statute, the School Board passes the School Curriculum based on the proposal of the Board of Teachers and a positive review from the Board of Parents. This document defines the syllabi for the elective subjects, extracurricular activities and other educational activities, programs and projects, according to the guidelines of the Croatian National Education Standard. Accordingly, all student excursions and field classes are listed in the School Curriculum of every school.

The Primary and Secondary School Education Act states that the educational activity in the school is based on the autonomy in planning and organization, and freedom of pedagogic and didactic work. This means that the plans for excursions and field classes differ from school to school, but have to be done in accordance with the national curriculum, the national pedagogical standards and the syllabi. The Primary and Secondary School Education Act stipulates that for every excursion and field trip the following aspects need to be listed and described in detail in the School Curriculum: aims, purpose, holders, means of realization, time schedule, detailed list of expenses and means of evaluation.

Within the scope of excursions and field classes, the elementary school students from the first to the eighth grade visit various museums, libraries and other cultural heritage institutions and their goal, that is, the didactic importance of these types of classes, is not just to learn about the cultural heritage at the place of its preservation, in order to enhance the intellectual and emotional experience of the students, but to motivate students for (subsequent) visits to museums, libraries and other cultural heritage institutions.

3. Research methodology

The survey questionnaire contained 14 questions, 13 of which were closed-type questions and only one of which was an open-type question in which the students had to list museums and other cultural heritage institutions that they had visited during the previous eight years of their education. Closed-type questions with multiple answers and answers for level of intensity were used. For the purpose of this research, intentional, convenience sample was used [2], which means that its representativeness and sufficiency should be taken somewhat loosely. The survey questionnaire was filled out (during their homeroom classes) by 23 students of class 8a and 18 students of class 8b. Since no statistically significant difference in distribution of answers was noted between the two classes, all questionnaires (N = 41) were processed together.

4. Results and discussion

The first question required the students to list the museums, libraries and other cultural heritage institutions that they had visited during their school excursions and field classes during their eight-year education. As a help to remind them what this refers to, the cultural heritage institutions covered by this survey included [3], apart from museums, galleries, libraries, sacral objects, old towns, castles, ethno villages, ethnographic collections, national parks etc., which were also listed in the question for the students.

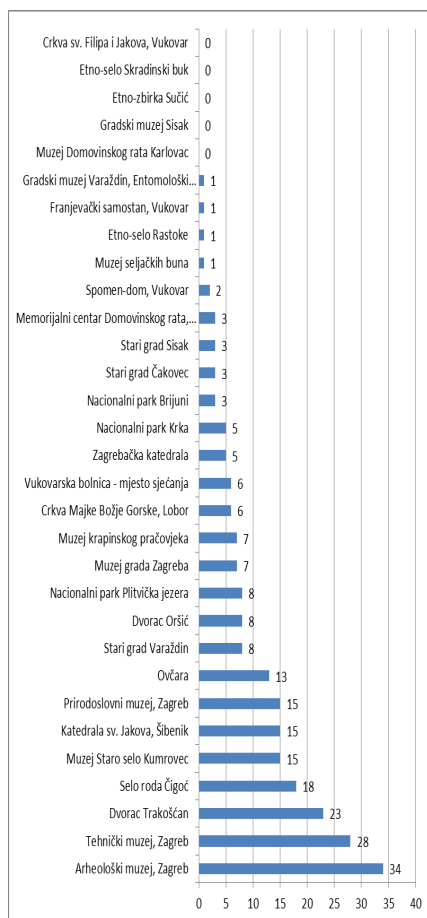


Figure 1. Number of participants that remembered a visit to a particular museum or other cultural heritage institution.²

² Figure 1 contains the names of all cultural heritage institutions with their original names in Croatian. Their English equivalents are provided here, in order in which they are listed in Figure 1: Church of st. Philip and Jacob, Vukovar; Ethno village Skradinski buk; Sučić Family Ethnological Collection; City Museum, Sisak; Croatian War Museum, Karlovac; City Museum, Varaždin; Franciscan monastery, Vukovar; Ethno village, Rastoke; Peasants' Revolt Museum; Memorial Home, Vukovar; Homeland War Memorial; Old Town, Sisak; Old Town, Čakovec; National Park Brijuni; National Park Krka; Zagreb Cathedral; Vukovar Hospital Memorial; Vukovar Hospital – Place of Remembrance; The Church Of The Mother Of God Of Gorje, Lohor; Krapina Neanderthal Museum; Zagreb City Museum; National Park Plitvička jezera; Oršić Castle; Old Town, Varaždin; Ovčara; Croatian National History Museum; St. Jacob's Cathedral, Šibenik; "Staro selo" Museum, Kumrovec; Stork Village, Čigoč; Trakošćan Castle; Technical Museum, Zagreb; Archaeological Museum, Zagreb.

As was mentioned, all museums, libraries and other cultural heritage institutions that the students had visited as a part of their excursions and field classes are listed in the School Curriculum. For the purpose of processing the answers provided for this question, the researcher conducted the interview with the homeroom teachers of both classes who taught students from the fifth to the eighth grade, their teachers from the first to the fourth grade and with two eighth-graders to generate a control list which contained all the museums and other cultural heritage institutions that the participants visited during their education, before administering the questionnaire. The list included 31 museums and other cultural heritage institutions.

The chart in Fig. 1 shows the number of participants that remembered and wrote the correct name of each cultural heritage institutions. It is obvious that out of 41 participants, the most (34) remembered the Archaeological museum in Zagreb. Out of 31 cultural heritage institutions visited, five institutions were not remembered by a single participant. These are the church of st. Philip and Jacob in Vukovar, Ethno village Skradinski buk, the Sučić family Ethnological collection, the Sisak Town Museum and the Croatian War Museum in Karlovac. Taking into consideration that the research involved 41 participants who visited a total of 31 museums and other cultural heritage institutions during the course of 8 years, the total number of possible answers in the survey was 1271 and the participants only provided 239 answers, that is, only 18.8 percent. One participant listed 13 institutions, which was the highest figure, while one participant listed only one institution (the Archaeological museum in Zagreb). No participants left this question unanswered. Taking into consideration the number of participants and given answers, the average number of museums and other institutions that the participants were able to name is 5.829 (out of 31), i.e. 18.8 percent of all museums and other cultural heritage institutions that they visited during their elementary school education. When asked how long on average their visits to particular institutions were, 80 percent of participants stated that the visit lasted more than 45 minutes, 33 participants (80 %) thought that this was enough time to see the exhibits, while 8 participants did not share this sentiment. As much as 95 percent of participants said that they always, or in most cases, had a guide during such visits. The questions about the duration of visit and the professional guides for cultural heritage institutions were asked to gain further information about the quality of organization of the visit itself. These were actually control questions as the answers provided were not in correlation with the hypothesis, but they still indirectly indicate that a visit to a cultural heritage institution was organized with the intention of users learning as much as they could during their visit, that is, with the intention of achieving the learning outcomes as defined by Bloom and other taxonomies for individual learning domains. As much as 83 participants reported that they heard the guides well, 12 percent did not hear the guides as they were too far from them and 5 percent said they did not hear the guide well as they were talking too quietly. When asked about their opinion on tour-guided visits to institutions, 71 percent of the participants said they were a good thing as they allowed them to learn more, 24 percent thought they were not a good thing as the guides gave too many information in too little time, while the words that the guides used were too complex and incomprehensible for 5 percent of the participants. The students were also asked how they prepared for these visits to cultural heritage institutions during their school excursions and field trips. Out of 41 participants, 16 reported that their homeroom or class teachers had acquainted them with the

institution they would visit; only 4 students obtained the information on their own from online or some alternative sources; and 21 students, more than a half, did not try to obtain any information about the museum or cultural heritage institution they would visit. It is interesting to note that as much as 21 (out of 41) participants did not know that the institutions had guestbooks in which they could leave their opinions on the visit. The following range of questions wanted to determine whether the students stopped thinking about what they saw in the cultural heritage institutions after leaving their premises. The answers have shown that, just as was the case with the previous question, more than half of students (24 of them, to be precise) stop reading about the cultural heritage institution after their visit. Only four students read about them on websites or through other sources – and these are the same students that look for information before the visit – while 13 students reported that they talked about what they saw in their respective classes. The next question the students were supposed to answer was whether they had to write a school report on what they saw during their visits. Only one student said "yes", 8 students said "sometimes", another 8 students said "rarely", while 24 students, that is more than a half, said they never had to write a report. The one student that does write the reports is the student that covers the visits for the school website and the school newspaper. The websites of many school post photo-galleries from excursions and field classes which use photos from visits to museums and other cultural heritage institutions. The Internet is obviously the medium that the students visit frequently – and this applies to the school website as well – 14 students said they browse the photos on the school website after a visit to the cultural heritage institution, 13 students reported they browse them occasionally, 8 students rarely browse them, and 6 students never browse them. Another piece of data indicates that the students want to have a memento of the visit. As much as 83 percent of students said they buy souvenirs from the cultural heritage institutions in order to have something to remember their visit by, the remaining students buy them as presents, while only one student covered by this study never buys souvenirs. The last question wanted to check the attitude that the students have towards visiting libraries, museums and other cultural heritage institutions. The results are as follows: for 6 students, these are the most boring parts of visits; 11 students reported that they are not interested for such visits, but they are nonetheless part of their field classes; while 12 students do not regard them as very important. Only 12 students, i.e. 29 percent of participants, states they are very interested in visiting cultural heritage institutions.

5. Conclusion

This study, albeit conducted on a small sample, wanted to investigate whether the students are at all motivated for visiting cultural heritage institutions as a part of their school excursions and field classes during elementary school education and whether the students are the real end-users of these cultural heritage institutions or whether they are mere passers-by in museums, libraries, galleries, churches, nature parks, ethological villages, national parks etc. simply because someone else decided they should visit them. After all, the author of this paper has on more than one occasion noticed while correcting the student reports for school newspaper and website that the visits to cultural heritage institutions are given the same amount of words in a text as a description of a restaurant where they had lunch that day and/or a McDonald's restaurant, which is an inevitable part of every such field class. The fact is that these outings have to be in line with the school syllabi as their purpose is not, as was already mentioned, primarily recreational. The research has confirmed the first hypothesis. Not only do the eighth-graders remember less than a quarter of the cultural

heritage institutions they had visited during their eight years of education, the results are even more disastrous – they were able to name only 18.8 percent of visited museums and other cultural heritage institutions. The remaining two hypotheses have also been confirmed: more than a half (51 percent) of participants did not seek any information about the museum or the cultural heritage institution before the visit; more than a half (59 percent) of participants did not spend any time after the visit to find any information about the institution they had visited recently. As much as 59 percent of students stated that they did not have to write a school report about their visit.

How to change this? Can this really be changed if only 29 percent of students claim that the visits to museums, churches, galleries, ethno villages, ethnographic collections, national parks are very interesting to them?

That things are not necessarily so bleak is reflected in the fact that 83 percent of students buy a souvenir during such visits as they want to have a memory of the cultural heritage institution they had visited, and 85 percent of students always, sometimes or rarely browse the photos from these visits on the school website. The answer lies in the motivation as the school excursions and field classes that involve visits to museums and other cultural heritage institutions need to contain an appropriate motivating factor as it is also necessary that motivation is the introductory part of every class. Here, we should differentiate between intellectual motivation which implies introduction into what is going to be seen in the library, museum, or other cultural heritage institution at the cognitive level – e.g. by asking questions to which the students will find answers during the visit – and emotional motivation, which implies "creating the emotional environment in the class, as well as positive surroundings and incentive for learning" [4]. However, this is not something that can be achieved overnight. An excellent project that could help motivate students to visit museums, libraries and other cultural institutions is "A Backpack Full of Culture" [5]. "A Backpack Full of Culture" is a program that allows the children and youth from places with limited availability art and culture programs to get acquainted with them better. This is a joint program conducted by the Ministry of Culture and the Ministry of Science, Education and Sports as a supplementary program for kindergarten, elementary and high school curricula. The program's activities are: theatre, film, music, dance, visual arts, literature, cultural heritage, and programs from students of the art academies. The implementing actors of the program are professional artists and students of the art academies with their professors and (most commonly) librarians acting as mentors. One of the four expected outcomes of this project is to make pupils more aware of arts and culture; in other words, to stop them from being mere passers-by in museums, libraries and cultural heritage institutions and to help them become the real end-users of these institutions.

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Perception of Library 2.0: theoretical concept or practical model for innovative and serendipitous discovery services? Drivers and impacts in the Romanian libraries

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Abstract

Library 2.0 is a theoretical concept launched by Casey in 2005, which has been transformed into a practical model applied worldwide by the libraries ready to move toward major change and innovation, willing to redefine and revitalize their services in accordance with users' needs and expectations, accepting users' participation as communication partners and knowledge contributors. Library 2.0 represents a virtual set of library user-centered services, built on solid principles like radical trust, collective intelligence, creative thinking, collaboration, openness, community knowledge management, content free use and reuse, social networking, people interactivity and feedback encouragement. It is supported by the Web 2.0 technologies, configured as a public sphere, providing an innovative platform for knowledge dissemination for library users and nonusers with the aim of bringing them into the library virtual or physical environment. Library 2.0 uses both the Web 2.0 tools and specialized instruments like the Next Generation Catalogue or the open access information repository which offer unexpected, serendipitous ways of information discovery.

The Library 2.0 challenge has been taken up by the Romanian libraries. The paper presents a brief overview of the Romanian libraries response to this challenge, investigating the status of Library 2.0 tools acceptance and implementation, pointing out the Library 2.0 drivers and impacts in the Romanian information and documentary structures.

Keywords: Library 2.0, Romanian libraries, Next Generation Catalogue, OPAC 2.0, Discovery Layer, Technology usage

Introduction

Since 2005, when Michael Casey¹ came up with the “Library 2.0” term, the library professionals within the library environment worldwide have been very active in debating the role of Library 2.0 model, its functional characteristics and social features, its benefits and impacts on the library services and users, its relation to other traditional or modern library models. The libraries have adopted and implemented in different ways the Library 2.0 model, willing to overcome the threat coming from the Internet search engines, applications, and services, being ready to accept fundamental changes and innovation, to improve the library services and the library users relationship, to transform the library into a more flexible, visible, open, communicative, socialized and intelligent organization, to demonstrate that the Library 2.0 approach can really “make the library human, ubiquitous, and user-centered”.²

¹ CASEY, Michael. Working towards a definition of Library 2. In: LibraryCrunch, October 21, 20015. Available at: http://www.librarycrunch.com/2005/10/working_towards_a_definition_o.html

² FARKAS, Meredith. Web/Library 2.0 backlash. In: Information Wants to be Free, 1.12.2005. Available at: <http://meredith.wolfwater.com/wordpress/2005/12/01/weblibrary-20-backlash/>

The Library 2.0 model is supported by the Web technologies, following the same Web 2.0 underlying principles, it opens up unforeseen possibilities of sharing ideas, and knowledge, of discovering and accessing information which can be freely used and reused. It is a community-building environment which enables, beyond asynchronous and synchronous interaction, a real bi-directional communication between the library and the patrons. Both the users and the nonusers are invited to participate and contribute, they are getting a face and an identity emerged from the compact mass of the people, becoming equally consumers and producers of information, the so-called prosumers³ Toffler was talking about.

Library 2.0 – theoretical concept. Literature review

Charles Cutter wrote in 1876, in his “Rules for a Dictionary Catalogue”, about the principle of the “convenience of the public”⁴. More than one hundred years later, the Functional Requirements for Bibliographic Records conceptual model was set to better respond to the users’ needs in their attempt to find, identify, select and obtain information, while IFLA takes up, in 2009, in the “Statement of International Cataloguing Principles” document, the Cutter’s concern regarding the convenience of user in the bibliographic catalog construction principles.

Following this principle, the Library 2.0 model is above all, a user-centered platform, focused on its customers’ expectations. Casey and Savastinuk state that “the heart of Library 2.0 is the user-centered change”⁵, considering this model as a virtual and physical service for the next generation libraries. They define Library 2.0 by three elements: constant change, users’ empowerment through participation and cumulative customer-driven services attempting to reach the potential users and better serving the current ones.

According to Maness, Library 2.0 can be defined as "the application of interactive, collaborative, and multimedia web-based technologies to web-based library services and collections."⁶ Another point of view is provided by Brevick⁷ who considers that Library 2.0 represents a natural evolution of the library services at a level in which the user has the control over the access to information and library services in terms of time, and method.

³ TOFFLER, Alvin. *Al treilea val*. Bucuresti: Antet, [s.a.], p. 6

⁴ CUTTER, Charles. *Rules for a Dictionary Catalogue*. Available at: <https://archive.org/details/rulesforadictio06cuttgoog>, p. 6

⁵ CASEY, Michael. Savastinuk, Laura. *Library 2.0*. *Library Journal*, May21, 2010. Available at: http://lj.libraryjournal.com/2010/05/technology/library-2-0/#_

⁶ MANESS, Jack. *Library 2.0 Theory: Web 2.0 and Its Implications for Libraries*. Available at: <http://www.webology.org/2006/v3n2/a25.html>

⁷ BREVIK, Thomas. *Library 2.0 = MyLibrary*, 2006, Available at: <https://lib1point5.wordpress.com/2006/04/12/library-20-mylibrary/>

There are some critical voices which argue that Library 2.0 is a slogan without substance⁸ and represents for the librarians only a game with the Web 2.0 technologies⁹. Nesta and Mi¹⁰ are not enthusiastic about the Library 2.0 benefits, pointing out that libraries have always been focused on the users' needs by opening their doors to longer hours and offering open stacks, computers labs, online access catalogues, group study rooms, instruction sessions, reference services by e-mail, forums and discussion lists, library tours, brochures. Even the Ranganathan's laws are a proof of the reader-oriented library approach. More than that, Gorman and Crawford¹¹ added other five laws ("Libraries serve humanity", "Respect all forms by which knowledge is communicated", "Use technology intelligently to enhance service", "Protect free access to knowledge", "Honor the past and create the future"), Noruzi proposed a new interpretation of the laws in the web environment and Simpson¹² suggested an updated form determined by the media richness ("Media is for use", "Every patron his information"). An OCLC report suggests that the 5 laws have to be reinterpreted „to reflect the today's library resources and services, as well as the behaviors that people demonstrate when engaging with them”.¹³

The Library 2.0 model¹⁴ is, according to Lankes, a participatory library, enabling an interactive communication between users and library that become, alternatively, transmitter and receptor of a message. The Academic Library 2.0 Concept Model v2 proposed by Michael Habbib¹⁵ refers to the Library 2.0 as a collaborative space where the boundary between physical and virtual has vanished. This approach emphasizes the fact that Library 2.0 does not replace the library; it is a part of it, a subset of the library services, which

⁸ CRAWFORD, Walter. Library 2.0 and 'Library 2.0'. In: Library 2.0: A Cites and Insights Reader, Vol. 6, No. 2: Midwinter 2006,

⁹ CRAWFORD, Walter. Five Years Later: Library 2.0 and Balance In: Library 2.0: Cites and Insights Reader, Vol 11, No. 2, *Crawford at Large* 11:2. Available at: <http://citesandinsights.info/l2d.pdf>

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¹¹ SEN, B. K. Ranganathan's five laws. In: Annals of Library and Information Studies, Vol. 55, June 2008, p. 87-90. Available at: <http://nopr.niscair.res.in/bitstream/123456789/1769/1/ALIS%2055%282%29%2087-90.pdf>

¹² SIMPSON, Carol. Five laws. In: Library Media Connection, April/May 2008. Available at: <http://www.carolsimpson.com/5laws.pdf>

¹³ Reordering Ranganathan: Shifting User Behaviors, Shifting Priorities. OCLC, 2014, Available at: <http://www.oclc.org/content/dam/research/publications/library/2014/oclcresearch-reordering-ranganathan-2014.pdf>

¹⁴ LANKES, David ; Silverstein, Joanne ; Nicholson, Scott Participatory networks: the library as conversation. In: Information Technologia and Libraries, december 2007, p. 17-33. Available at: <http://ejournals.bc.edu/ojs/index.php/ital/article/view/3267/2880>

¹⁵ HABIB, Michael. Conceptual model for academic library 2.0. In: LIS, 2006. Available at: <http://www.mchabib.com/2006/06/09/conceptual-model-for-academic-library-20/>

supplements and improves them. The Farkas¹⁶ model underlines the essence of Library 2.0 which consists in focusing on patrons' needs, not on the Library 2.0 tools.

Library 2.0 – practical model

Resuming the definitions and the theoretical models shaped by different authors, the Library 2.0 model can be considered a Habermasian public sphere transposed into the virtual environment of knowledge. In this context, the most important elements of the Library 2.0 model could be: users' empowerment through participation in the creation of content, a continuously growing collection of full-text electronic resources accessible online, a more interactive communication between users and library, change and innovation, next-generation library tools.

In the real life, the Library 2.0 practical model is sustained by the following solid pillars:

- Web 2.0 technologies, as part of everyday life online;
- Extensive Websites for information dissemination, online access to local&worldwide resources and services, communication with the library users and nonusers, specialized assistance through e-mail and chat, digital marketing of library services, events and exhibitions promotion, international visibility;
- Discovery tools for innovative and serendipitous resource discovery services:
 - o Discovery Interfaces, so called Next Generation Catalogues or OPAC 2.0 – tools which operate at a similar level of sophistication and attractiveness as Google, Amazon or other popular Web sites, providing an intelligent and efficient platform for resource discovery;
 - o Web-scale discovery services or Index - based discovery services, like Summon, Ebsco Discovery Systems, WorldCat Discovery Service and Primo Central which provide a unique point of entry to all library resources through a single consolidated index including bibliographic descriptions of the collections items, locally managed by the library integrated system, electronic bibliographic and full-text resources harvested from the subscribed databases and from the library's digital repositories;
- Federative search tools, like Metalib and Millennium Access Plus, for information searching and retrieval across multiple, heterogeneous and distributed library databases;
- Digital platforms made up of digital libraries and institutional repositories, including and mixing digital objects in various formats, which are described using technical, preservation

¹⁶ FARKAS, Meredith. The essence of library 2.0 . Available at: <http://meredith.wolfwater.com/wordpress/2008/01/24/the-essence-of-library-20/>

and administrative metadata, representing digitized items selected from the library's collections and born-digital resources supplied by the librarians, researchers, professors and students.

Being worldwide accepted and adopted by academic and public libraries, the model demonstrates its viability in the real life, providing enhanced library services, changing attitudes, giving voice to the library users and putting in place new information discovery tools customized for the users' needs and their search behavior.

Drivers and impacts in the Romanian libraries

The Romanian libraries are trying to keep pace with the rapidly changing of technological environment and to develop the library services according to the new trends on the international level.

In this respect, the Romanian public libraries have highly adopted Web 2.0 tools. Among the 42 public libraries which have been analyzed (National Library and Metropolitan Library are included), there are only 2 libraries with no web 2.0 technology, 40 libraries are using Facebook (in 2015, 20 public libraries implemented Facebook), there are 14 blogs, 9 YouTube, 5 Twitter, 4 Flickr, 4 IM, 3 RSS and 1 installation of Picasa, Slideshare, Scribd, G+. In total, the public libraries are using 13 Web 2.0 technologies. There are 17 libraries interested in implementing only one Web 2.0 tool, 13 libraries have adopted 2 Web 2.0 technologies, two public libraries offer 6 Web 2.0 tools and one library is using 7 Web 2.0 tools. The graphic indicates that the interest of the Romanian public libraries in setting up a participatory institution is growing from one year to another.

Library integrated systems are implemented in 31 public libraries (73%), 21 of these choosing to work with Next-Generation Catalogues: TinRead is used in 17 libraries, eBibliophil is implemented in 6 libraries and Qulto in 2 libraries. There are also 3 Liberty installations, 2 Aleph library systems, 2 TinLib systems and 2 installations of Qulto - the older version.

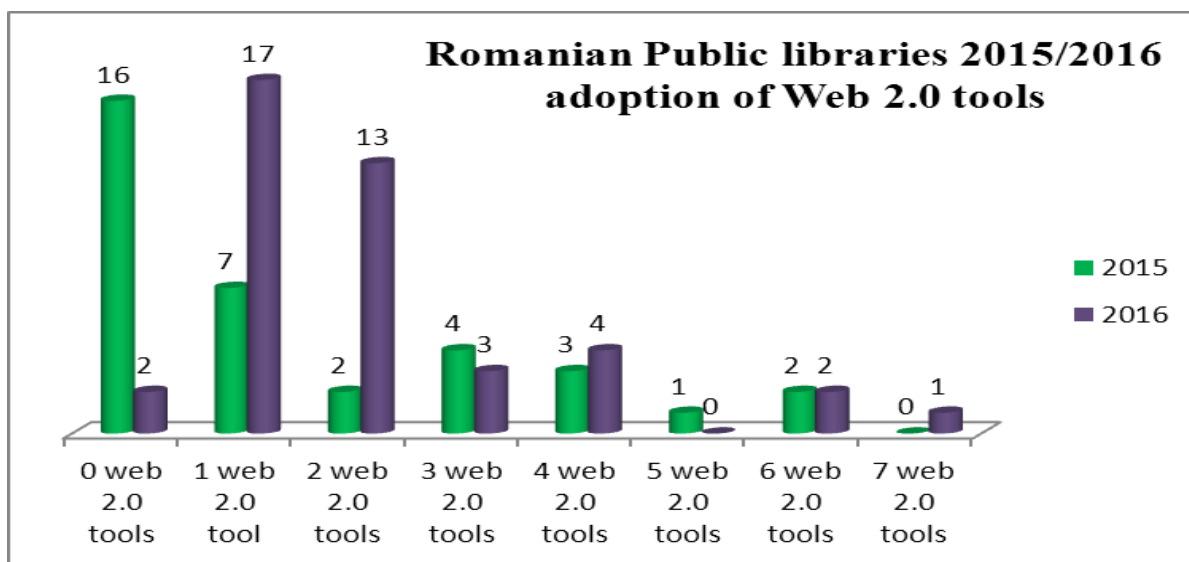


Figure 1 Adoption of Web 2.0 tools by the Romanian Public Libraries – 2015/2016

In contrast to public libraries, the rate of adoption of the Library 2.0 model by the Romanian academic libraries is quite low. The assessment of 58 university libraries, including the four central university libraries in Bucharest, Iasi, Cluj and Timisoara reveals that 36 libraries (62%) have no Web 2.0 tools, 19 libraries have 2 Web 2.0 tools and only 3 libraries are interested in sharing information through 2 web 2.0 channels. The range of Web 2.0 technologies chosen by the academic libraries is narrow, only 4 web 2.0 tools being used in this environment.

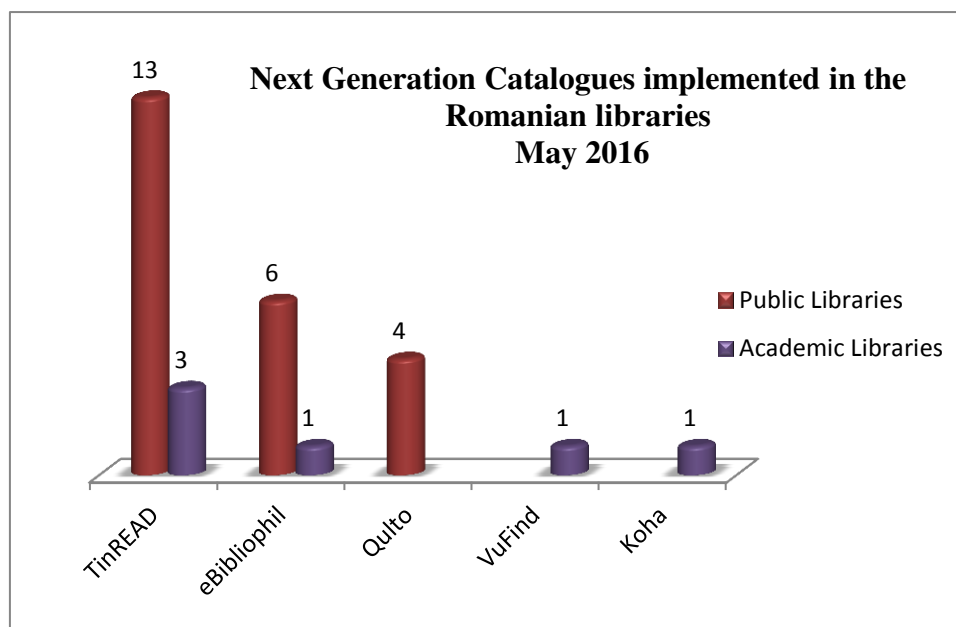


Figure 2 Next Generation Catalogues in the Romanian Libraries

Regarding the implementation of discovery layers systems, there are four Next Generation Catalogues functioning in 6 libraries: TinRead is used in 3 libraries, eBibliophil is installed

in 1 library, Koha was recently implemented in 1 library and VuFind is used in 1 library. The other academic libraries are using automated systems like Liberty (19 installations), Aleph (8 installations), TinLib (3 installations), VubisSmart (1 installation), Alice (1 installation) and Alephino (1 installation).

In the academic environment, there are two Web-scale Discovery services which are used within the ANELIS PLUS consortium, providing users with a one-stop shop searching over the virtual collection of the library's accessible and subscribed resources. EDS (Ebsco Discovery System) and Summon are the Web-scale discovery services available for the affiliated libraries, offering to their users access to the subscribed scientific databases based on IP address within the library premises and mobile access through a personal account and password.

Federated search services are provided at national level through Rolinest and Biblio.ro. The Rolinest portal is built on Metalib product, whereas Biblio.ro is sustained by TinRead, both platforms allowing the users to submit a single query which performs a search in multiple distributed and heterogeneous databases, displaying real-time, aggregated results through a unique interface.

Another important pillar of the Library 2.0 practical model consists of digital platforms built for storing and managing digital objects and the associated metadata, representing the cultural heritage hosted by the library and/or the intellectual output of both library and host university. In Romania, there are 8 institutional repositories registered in ROAR (Registry of Open Access Repositories) based on Dspace open software: APAS/SNSPA, ARTHRA/Dunarea de Jos University - Galati, IRCULB / Central University Library "Carol I" Bucharest, ASsee Online Series – SNSPA, ICESBA / Fundația Romania de maine and NOS / World Economy Institute.

There are also several digital libraries developed by different libraries and cultural institutions. Among them, National Digital Library developed by the National Library, DacoRomanica set up by the Metropolitan Library, Restitutio set-up by the Central University Library "Carol I", e-Patrimoniul developed by CIMEC- the national aggregator for Europeana. At the moment, the Romanian contribution to Europeana is very low - 172.186 digital objects¹⁷, in January 2016, representing 0,4% of total minimum contribution set in the Commission Recommendation. The most significant contribution comes from the Central

¹⁷http://ec.europa.eu/information_society/newsroom/image/document/2016-6/contribution_to_europeana_13733.pdf

University Library “Lucian Blaga”. The Culturalia project, initiated by CIMEC, has as main objective for 2020 to open up a significant critical mass of over one million digital objects supplied by the Romanian libraries and cultural institutions.

Conclusion

The Library 2.0 challenge has been taken up by the Romanian libraries in different manners. The public libraries are more flexible and active, much more open to innovation and change in opposition to academic libraries which are still conservative, know-it-all and rigid institutions, still struggling to adopt the 2.0 technologies, with some exceptions.

Recognizing that the main mission of the library can be better served by providing access to information and facilitating creation of knowledge through participation, communication and content sharing, the Romanian libraries are engaged in setting up the Library 2.0 model as a user-centered, network-based platform delivering rich library content and library enhanced services.

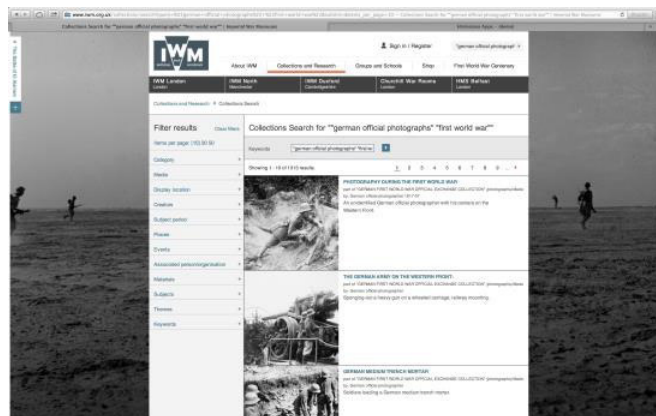
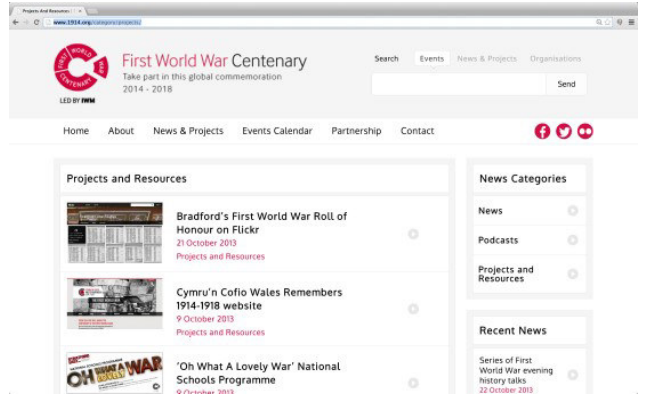
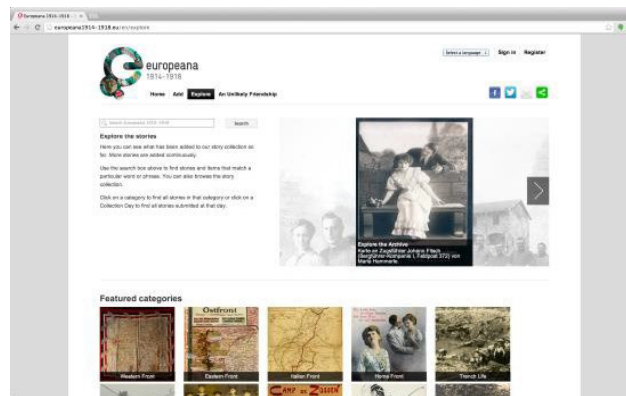
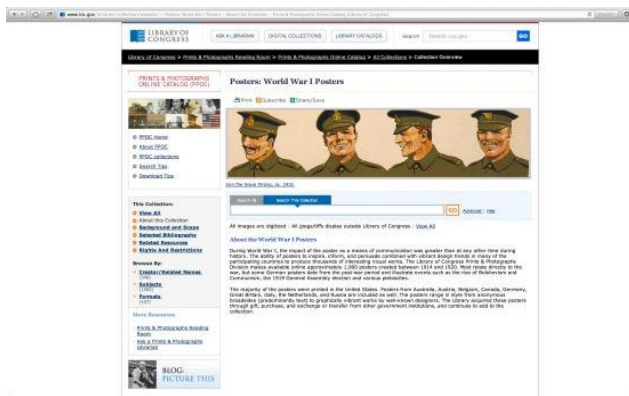
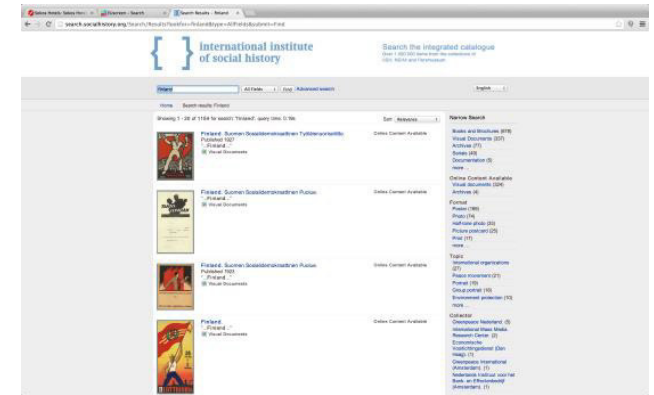
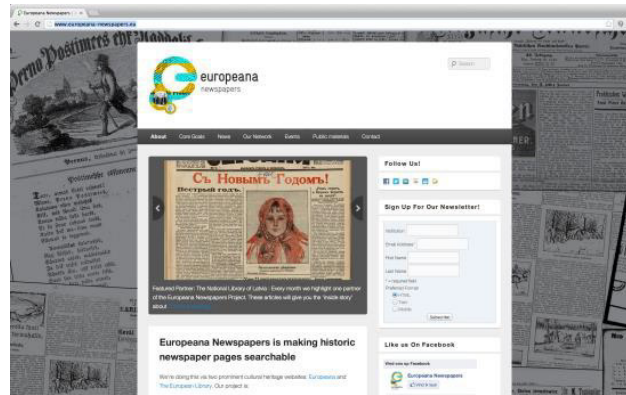
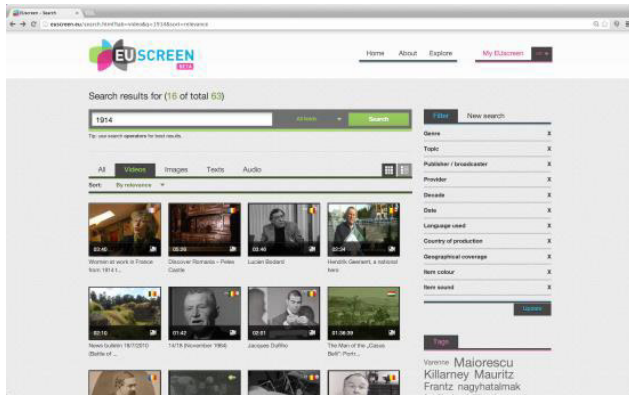
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**Towards Opening up our digital
collections
-reuse and publishing-**

Cristina Ioana Roiu
Romanian Academy Library
Sibiu - 14 April 2016

A plethora of digitized sources!



What should we do with our huge digital resources ?

- **Different policies, different approaches**
- **Fear of releasing good digital images freely for many museums and libraries (decrease in revenue sales?)**

But ...

- *With the internet, it's so difficult to control your copyright or use of images that we decided we'd rather let people use a very good high resolution image of The 'Milkmaid' from the Rijksmuseum rather than using a very bad reproduction.'*
- Taco Dibbits during an interview with the New York Times:
http://www.nytimes.com/2013/05/29/arts/design/museums-mull-public-use-of-online-art-images.html?_r=0

The 'Milkmaid'- Rijksmuseum



**What should we do with our
huge digital resources ?**

So, why not made them freely available ?

Open Definition

- Open means **anyone can freely access, use, modify, and share for any purpose**

(subject, at most, to requirements that preserve provenance and openness).”

- <http://opendefinition.org>

The Rijksmuseum case



BRUGES FROM 80 RTN **BOOK NOW** 30,000 SEATS AVAILABLE

The Rijksmuseum (National Museum)

Museumstraat 1, Amsterdam 1071 XX, The Netherlands

31 20 6747000 Website E-mail Improve this listing

As featured in 3 days in Amsterdam and 1 other guide

Add to trip



1,568 visitor photos

Ranked #5 of 296 attractions in Amsterdam

6,190 Reviews

Certificate of Excellence 2014

Book a Tour

Type: Art Museums, Museums

Fee: Yes

Recommended length of visit: More than 3 hours

Owner description The Rijksmuseum hosts an impressive collection of paintings from the Middle Ages to the 20th century. Including works by Rembrandt, Vermeer, Frans... [more »](#)

Hotels near The Rijksmuseum (National Museum)



Best Western Apollo Museum Hotel
 1,038 Reviews

Show Prices

Amsterdam, North Holland Province
0.0 miles from The Rijksmuseum (National Museum)



Park Hotel Amsterdam
 1,405 Reviews

Show Prices

Amsterdam, North Holland Province
0.1 miles from The Rijksmuseum (National Museum)



Hotel Cornelisz
 148 Reviews

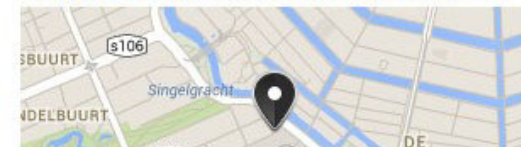
Show Prices

Amsterdam, North Holland Province
0.1 miles from The Rijksmuseum (National Museum)

Hotels near The Rijksmuseum (National Museum)

Browse nearby

Things to Do (770) | Hotels (343) | Restaurants (2,205)



The Rijksmuseum case-some facts

- Over 1 million objects
- “Closed” between 2003 and 2013
- 800 square meters while closed
- 22.000 square meters after re-opening
- Currently about 8000 objects on display
- During “the closed for public” time, more than 150 000 good quality digital images were released
- At the beginning, some small restrictions at reuse
- From 2012-2013 no restrictions

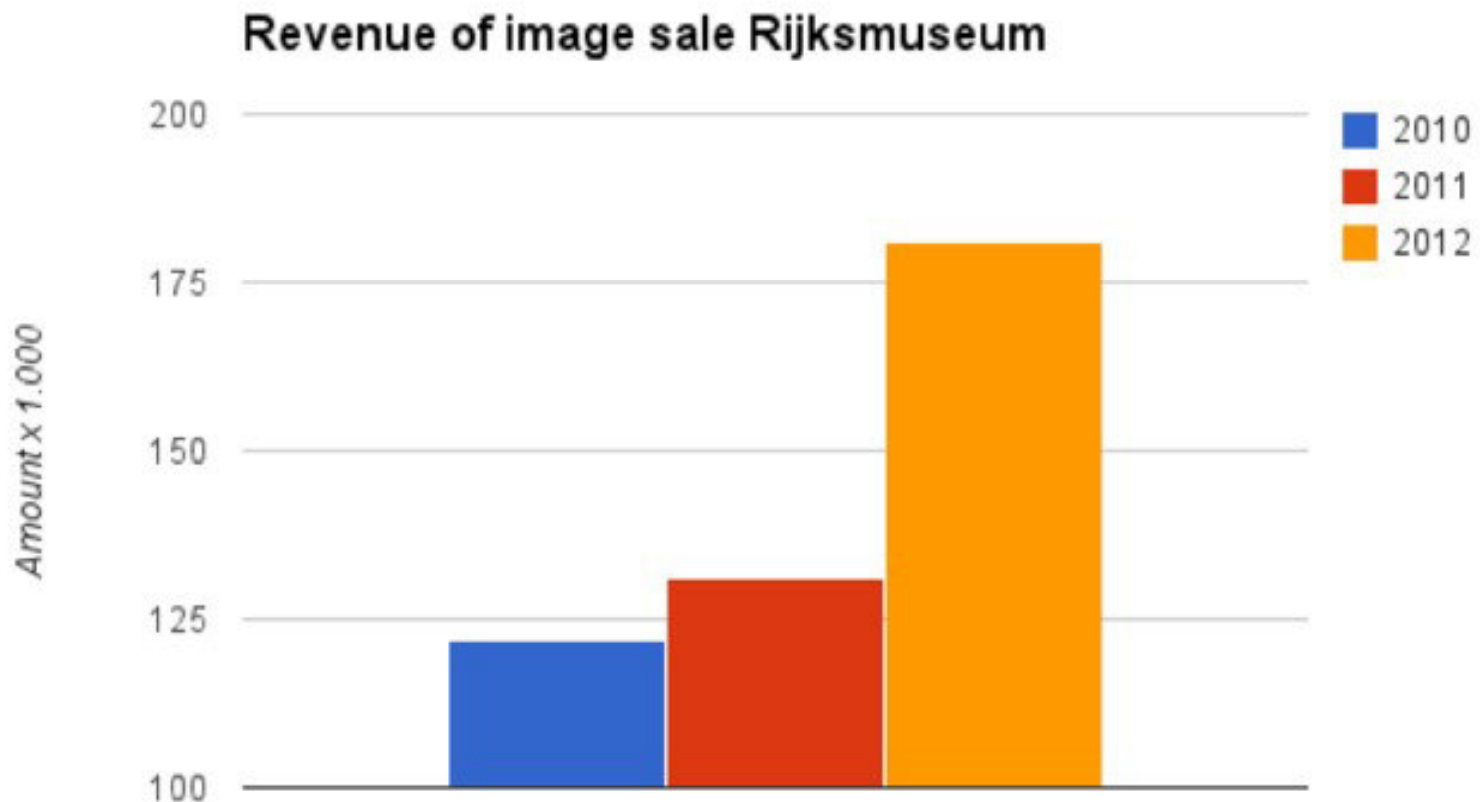
Image sales Rijksmuseum



@jpekel

Image sale at Rijksmuseum 2010-2012

- after Joris Pekel - Europeana-



Van Go Yourself- Europeana Creative Project



The Lute Player, Frans Hals (1582-1666) vanGo'd by Florian Schütz



Looking in the wrong direction...dammit.

Two Women from Naples, Guillaume Bodinier (1795-1872) vanGo'd by Sandra und E



We took this picture during Trier's long Night of Museums! Thanks to the nice photographer at the Museum Simeonstift!

British Library

- End of 2013 released 1 019 998 digital images from its collections on the Flickr platform
 - images from 65 000 volumes ,
more than 47 000 de titles
from XVII-th, al XVIII-th și al XIX-th centuries .

Results ?

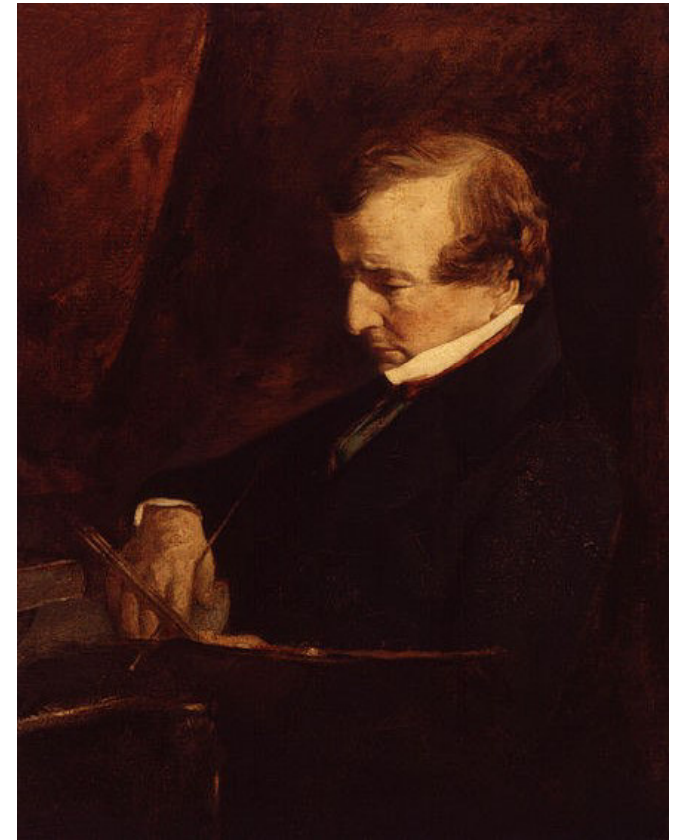
- In the first year more than 27 creative reuses (from small projects to big ones)
 - Creative reassembling of images for some interesting places (places “then and now”)
 - hexagonal-maps for elections
 - IT applications and games(including drawing games)

The order of things-Mario Klingeman



The York Museums Trust case

-early 2015, the York Museums Trust released nearly 160,000 object records online with either a CC-BY-SA or Public Domain license



Types of reuse of the content

- **academic and sector research**

(universities and other museums and institutions)

E.g.: university lecturer has used the images of the ceramics collection to make replicas for his students.

Local history groups use images of old paintings of churches in York on tours, within flyers and presentations.

Types of reuse of the content

- **Commercial reuse of collection content**

A researcher from Japan included several *images of the costume collection* in a coffee table book called “Victorian Costume and Life”.

The international card company *Paperchase* made a greeting card with a derivative image of a wellknown helmet which was sold in UK

Other benefits

- more press attention
- Large audiences were reached without any additional work.

Wikipedia projects helped to increase the amount of York Museums content on Wikipedia about the collection,

hugely increasing of the amount of views that the images get:

over 1.5 million views were achieved in the first four months following the release.

Other benefits

The museum staff no longer had to deal with image requests manually.

The administrative burden was reduced significantly.

Priorities for what to digitise can now more easily be defined in costly digitisation efforts

(as they can now see what people are downloading and looking up online)

Opening up the collections has brought more visitors in the York museums

Tips for GLAM's interested in opening up their collection's resources

- Open up quickly, not perfectly, so you can already show the benefit and then improve from there on
- Do it on a small scale: openly license a small part of a collection and publish this on Wikipedia to start seeing the benefits
- Develop Wikipedia projects around your content: in this way you can get a lot of additional curated content developed without any effort, and track the impact
- Don't be paralysed by how daunting it seems: problems are not insurmountable and others facing the same issues can perhaps help you out

The reference instruments in scientific papers

Author: Teodora Săbău Ivan (Master I year, LBUS)

Abstract: The article mainly refers at the reference instruments as bibliographic elements which are being used in the elaboration of the scientific papers. The aim of the study is to establish the parts and the corresponding format for a good bibliographic use of the documentary sources used in the scientific activity. Are highlighted the differences: citation /bibliographic description for reference, reference list / bibliography and the role of the ISO 690 as a flexible standard which does not impose a fixed style but basic recommendations in the bibliographic structure of used sources, resulting in a variety of international editorial styles. The major conclusion of the study is that there is the possibility of adapting the international standard requirements to a personal style of using the reference instruments.

Keywords: reference instruments, citation, bibliographic description, reference list, bibliography, ISO 690, editorial styles.

Argument

The scientific papers need references which are being used in some specific ways that bibliographically represent the consulted documentary sources in study elaboration.

These ways can be considered instruments and need to be known enough for a good use:

- The citation and its methods
- The reference list
- The bibliography
- The standard of ISO 690
- The editorial styles or the recommendations for authors

1. The reference: definition, features, types and role

1.1. Definition:

The reference represents a set of bibliographic information about the source of a quotation, concept or of an idea mentioned in the paper or the source of a simple documentation for the study.

1.2. Features:

- It covers all types of documents in any medium;
- It consists of the bibliographic description of documents in accordance with the international standard of ISO 690.[1]

1.3. Types:

The types of reference depending on placing it:

- in text (between brackets);
- in footnotes or endnotes of a chapter;
- in the end of whole text: reference list or bibliography.

1.4. Role:

- to investigate the information flows;
- to recognise the documentation, placing the own work in the context of research.[2]

2. The reference instruments

2.1. The citation: definition, elements, methods and role

2.1.1. Definition:

The citation is a short reference inserted in text according to citation methods.

2.1.2. Elements:

The elements of citation are:

- idea or paraphrase - to introduce the idea / ideas in your own words;
- a direct quote: short (used with quotation marks) or long (in a new paragraph).

2.1.3. Methods:

- a. the first element and date: author - date (Harvard), including author - title or author - page (for human sciences);
- b. the numeric citation or sequential numeric system (Vancouver), with numbers in square/round brackets, or superscript;
- c. the footnotes / endnotes citation.[1]

2.1.4. Role:

- to emphasize the author work
- to respect the copyright
- to highlight the scientific productivity of authors expressed by the Hirsch index or H-index [1]

2.2. The reference list and the bibliography: similarity and difference

A. The reference list:

- All cited sources with an extended bibliographic description and in relation with citation methods:
 - in alphabetical order of the first element: the surname of the author/ first word of the title;
 - in numerical order of citation in text (for numerical method).

B. The bibliography:

- List of consulted sources in the study elaboration or having relation with the research subject, not necessarily cited

Similarity:

- Both have the same bibliographic format.

Difference:

- The reference list consists only of cited sources.

2.3. ISO 690 Standard – the bibliographic regulatory instrument

Is addressed to the authors and editors and gives general rules in bibliographic description for the reference in all documents (book, magazine, chapter, article, electronic documents, web page etc.) about content, structure and form given by:

- identification elements of a document (author, title, publication data);
- order of rendering the bibliographic elements;
- specific/conventional punctuation.

Provides the citation methods of references, but it **does not impose a determined / exact style** in citation systems or in bibliographic format, only a few conditions about the consistency of style, sufficiency and accuracy of information. [1]

A limited bibliographic description for the most usual type of document (book) can be rendered by the following scheme:

Author Surname, First name. *The title of document: Information about the title.*
Place of publication: Publisher, Year of publication.

3. The editorial styles: citation systems with illustration

In the current editorial practice there are a variety of formats and citation styles.

Also in the citation styles is being used one or more methods or systems citation.

3.1. International editorial styles

We list some of the most popular citation styles belonging to some prestigious institutions, indicating the citation systems used [1]:

1. **ACS Style** (American Chemical Association): the largest scientific society in the world:
 - All three citation methods: in the chemical, physical sciences;
 - In magazines: sequential numeric system is preferred.
2. **AMA Style** (American Medical Association):
 - Sequential numeric system: medical sciences.
3. **APA Style** (American Psychological Association):
 - Author – date: psychology and social sciences (education, communication, politics, economics etc.).
4. **Chicago/Turabian Style**: Natural and Social Sciences:
 - Author – date: natural sciences, physical and social sciences;
 - Note - Bibliography (University of Chicago): human sciences (literature, history, art).
5. **CSE / CJE Style** (Council of Science Editors / Publishers Council in Biology):
 - Author – date;
 - Sequential numeric system.
6. **MLA Style** (Association of Modern Languages of America):
 - Author - page: human sciences (literature, art, philosophy, religion).
7. **Vancouver Style** (The International Committee of Medical Journals Editors):
 - Sequential numeric system: medical, biological and physical sciences.

Each style uses distinct bibliographic formats according to the specific of each type of document.

APA	<p>in text: (Austin, 1998)</p> <p>reference list: Austin, J. H. (1998). <i>Zen and the brain: Toward an understanding of meditation and consciousness</i>. Cambridge, MA: MIT Press.</p>
Chicago (Note)	<p>note: 1. Tom Nairn, <i>Faces of Nationalism: Janus Revisited</i> (London: Verso, 1997), 17.</p> <p>bibliography: Nairn, Tom. <i>Faces of Nationalism: Janus Revisited</i>. London: Verso, 1997.</p>
Chicago (Author-Date)	<p>in text: (Nairn 1997)</p> <p>reference list: Nairn, Tom. 1997. <i>Faces of Nationalism: Janus Revisited</i>. London: Verso.</p>
MLA	<p>parenthetical reference: (Perle 183-185)</p> <p>bibliography: Perle, George. <i>Serial Composition and Atonality: An Introduction to the Music of Schoenberg, Berg, and Webern</i>. 6th ed. Berkeley: University of California Press, 1991. Print.</p>

Fig. 1 Book: single author

APA	<p>in text: (Henry, 1990)</p> <p>reference list: Henry, W. A., III (1990, April 9). Beyond the melting pot. <i>Time</i>, 135(4), 28-31.</p>
Chicago (Note)	<p>note: 3. Scott Spencer, "Childhood's End," <i>Harper's</i>, May 1979, 16.</p> <p>bibliography: Spencer, Scott. "Childhood's End." <i>Harper's</i>, May 1979, 16-19.</p>
Chicago (Author-Date)	<p>in text: (Birnbaum 1998)</p> <p>reference list: Birnbaum, Jeffrey H. 1998. "How to Succeed at Damage Control." <i>Fortune</i>, March 30, 173-176.</p>
MLA	<p>parenthetical reference: (Lerner 42)</p> <p>bibliography: Lerner, Barbara. "America's Schools: Still Failing After All These Years." <i>National Review</i> 15 Sep. 1997: 42+. Print.</p> <p><i>Note: use the + sign if the pages are not consecutive; 42-44 would be the correct way if this article ran on consecutive pages; do not give the volume and issue number, even if they are available.</i></p>

Fig. 2 Magazine articles

APA	<p>in text: (Centers for Disease Control, 2009)</p> <p>reference list: Centers for Disease Control and Prevention. (2009). 2009 H1N1 Flu ("Swine Flu") and You. Retrieved from http://www.cdc.gov/h1n1flu/qa.htm</p>
Chicago (Note)	<p>note: 1. Norman R. Yetman, "An Introduction to the WPA Slave Narratives," <i>Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938</i>, last modified March 23, 2001, http://memory.loc.gov/ammem/snhtml/snintro00.html.</p> <p>bibliography: Yetman, Norman R. "An Introduction to the WPA Slave Narratives." <i>Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938</i>. Last modified March 23, 2001. http://memory.loc.gov/ammem/snhtml/snintro00.html.</p> <p>Also include a publication date or date of revision or modification (see 14.8); if no such date can be determined, include an access date (see 14.7).</p>
Chicago (Author-Date)	<p>in text: (Yetman)</p> <p>reference list: Yetman, Norman R. 2001. "An Introduction to the WPA Slave Narratives." <i>Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938</i>. http://memory.loc.gov/ammem/snhtml/snhome.html.</p>
MLA	<p>in text: (Pilgrim)</p> <p>bibliography: Pilgrim, David. "The Brute Caricature." <i>Jim Crow Museum of Racist Memorabilia</i>. Ferris State University. Nov. 2000. Web. 20 May 2009.</p>

Fig. 3 Web page

3.2. Local citation system and editorial style

Because of the the flexible ISO 690, which does not impose a determined style but essential recommendations (of elements, order and punctuation), it is possible an individual/ized use of citation system rules and bibliographic format requirements by the different authors and local editors.



Fig. 4 Recommendations for authors from the Interethnic Cultural Center "Transilvania"

4. Use of Microsoft Office Word 2007 for generating the references

This informatic application allows the elaboration of references by using some steps:

- **References:**
 - Styles ► Insert Citation ► Add New Source ► Create Source
 - Bibliography ► Bilt-In: Bibliography/Works Cited ► Insert Bibliography

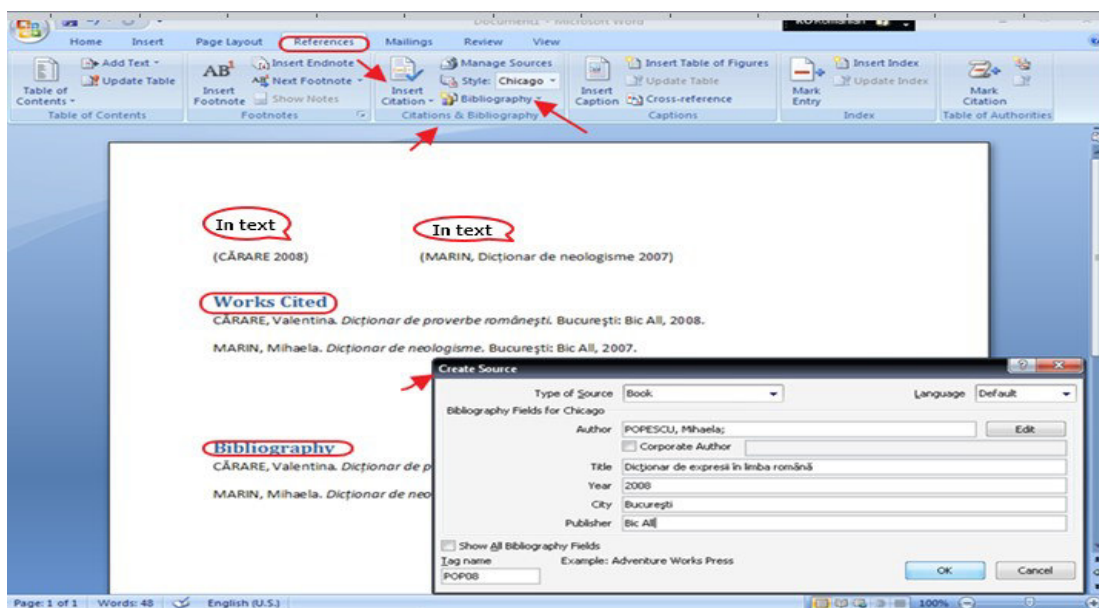


Fig. 5 Generating of references in Word

Conclusions

1. It is necessary to distinguish between reference instruments in order to use them properly in scientific papers and in order to avoid the confusion caused by their similarity.
The definition of the related concepts establishes the differences which individualize the terms and eliminate the confusions generated by their similarity, facilitating the appropriate use of these concepts.
2. Because of the flexibility of ISO 690 standard which does not impose a determined style, we can talk of the following possibilities:
 - 2.1. Adapting standardized requirements to the own system: citation – bibliographic format;
 - 2.2. Taking one of the known editorial styles, depending of the specific research subject (example: for Natural and Social Sciences: author – date; for Human Sciences: note – bibliography);
 - 2.3. Applying the recommendations for authors from a publisher (example: Recommendations for authors from the Interethnic Cultural Center "Transilvania“).

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- [2] Limerick Institute of Technology (LIT), Library and Information Resource Centre. *Write it right! A Guide to the Harvard ('Author- Date') referencing system*. Romanian translation coordinated by prof. Dr. Angela Repanovici, "Transilvania" University of Brasov, 2015 available: <http://aspekt.unitbv.ro/jspui/bitstream/123456789/1864/1/SCRIE%20CORECT-RIGHT%20IT%20RIGHT.pdf>, accessed January 30, 2016

List of figures

- Fig. 1, Fig. 2, Fig. 3 of Williams College Libraries. Books. 9 December 2011. Available: <http://library.williams.edu/citing/formats/books.php>, accessed March 15, 2016
- Fig. 4 of: Interethnic Transylvania Cultural Center. Recommendations for authors. Available: <http://revistatransilvania.ro/recomandari-pentru-autori/>, accessed March 15, 2016
- Fig. 5 of Microsoft Word 2007. References.

USING WEKA FRAMEWORK IN DOCUMENT CLASSIFICATION

Radu G. Cretulescu, Daniel I. Morariu, Macarie Breazu

“Lucian Blaga” University of Sibiu,
Engineering Faculty,
Computer Science and Electrical and Electronics Engineering Department

The 7th International Conference on
„Information Science and Information Literacy 13th – 15th April 2016

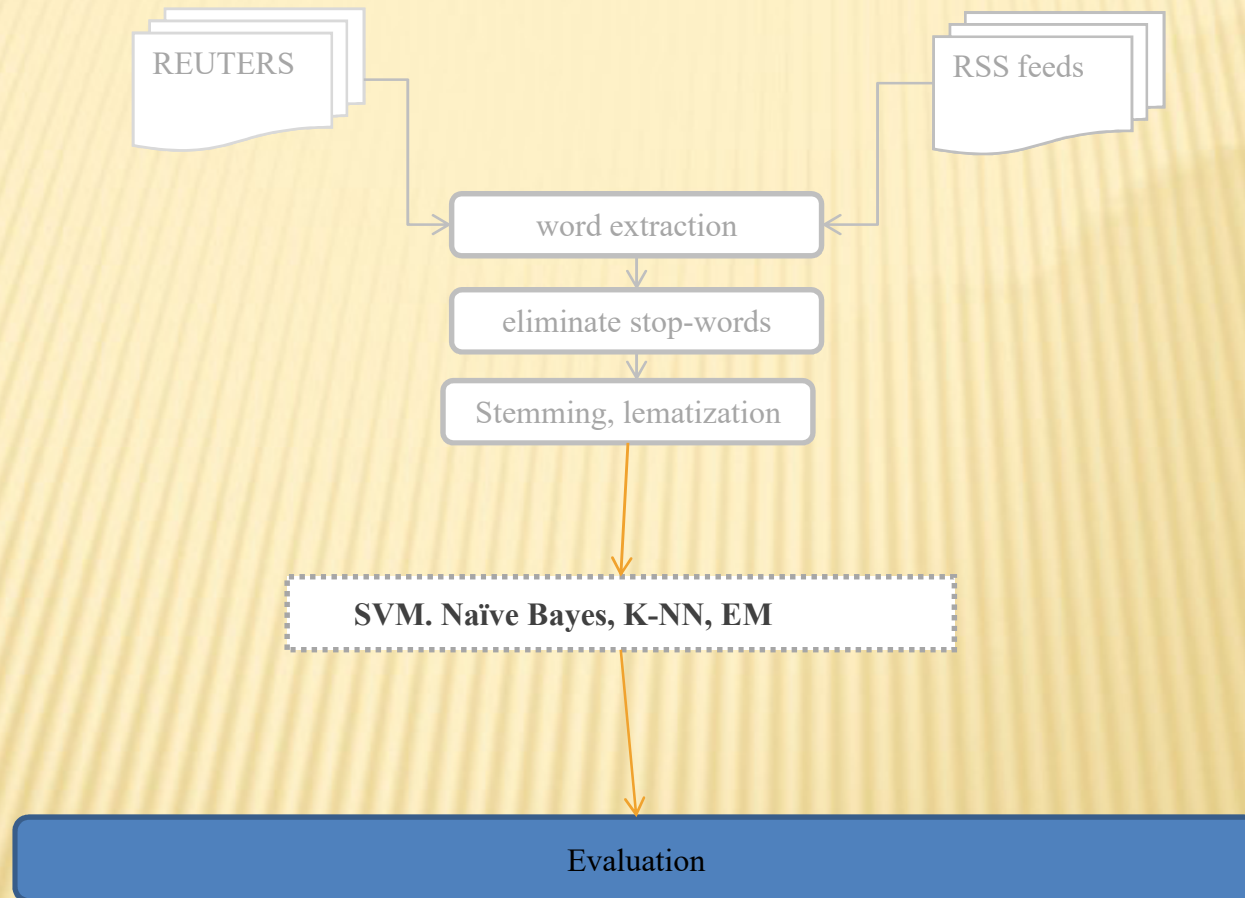
OUR TEAM

- ✘ Our team is belonging to the Computer Science and Electrical and Electronic Engineering Department, LBUS
- ✘ We have some major research directions in the text mining field:
 - + Natural language processing
 - + Clustering and classification of text documents.
 - + Internet of things (IoT)

MAIN OBJECTIVES

- ✗ The overall aim of our work is to improve the performance of classification and clustering for text documents, using supervised and unsupervised learning techniques.
- ✗ We are considering the following aspects:
 - + Document pre-processing/representation
 - ✗ Lemmatization, Part of Speech, Word Embedding,...
 - ✗ Reducing the dimension: Information Gain,
 - + Evaluate some classification algorithms for our purpose
 - ✗ Naïve Bayes,
 - ✗ Support Vector Machine
 - ✗ Backpropagation
 - ✗ Expectation Maximization, k -Nearest Neighbor

THE FLOWCHART OF OUR EXPERIMENTS



EVALUATION

Accuracy: represents the percentage of correct grouped documents according to the class label.

$$\textit{precision}(C_i, S_j) = \frac{|C_i \cap S_j|}{|C_i|} \qquad \textit{recall}(C_i, S_j) = \frac{|C_i \cap S_j|}{|S_j|}$$

F-measure:

$$F - \textit{measure}(C_i, S_j) = \frac{2 \cdot \textit{precision}(C_i, S_j) \cdot \textit{recall}(C_i, S_j)}{\textit{precision}(C_i, S_j) + \textit{recall}(C_i, S_j)}$$

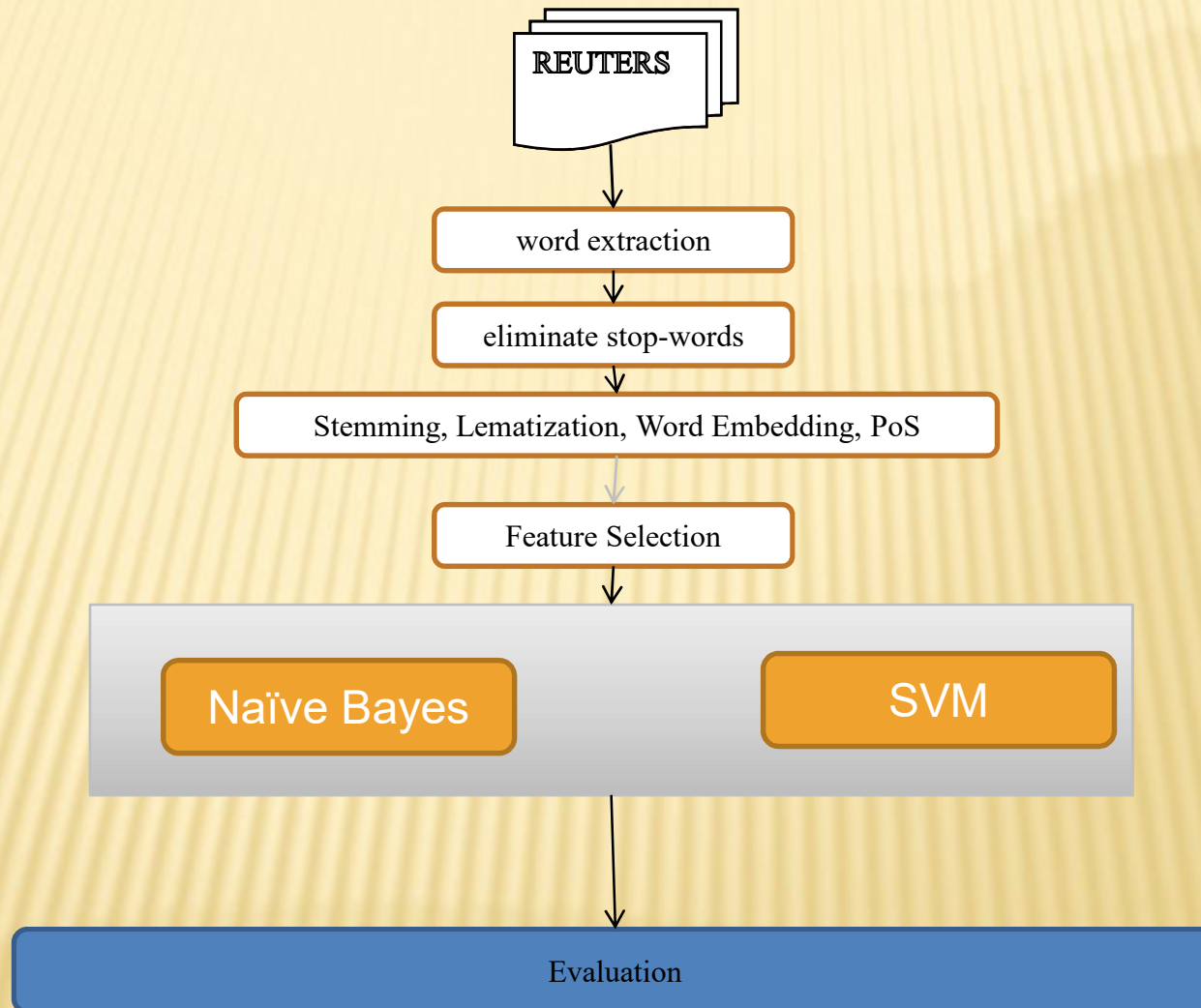
C_i document category and S_j a known label

WEKA FRAMEWORK

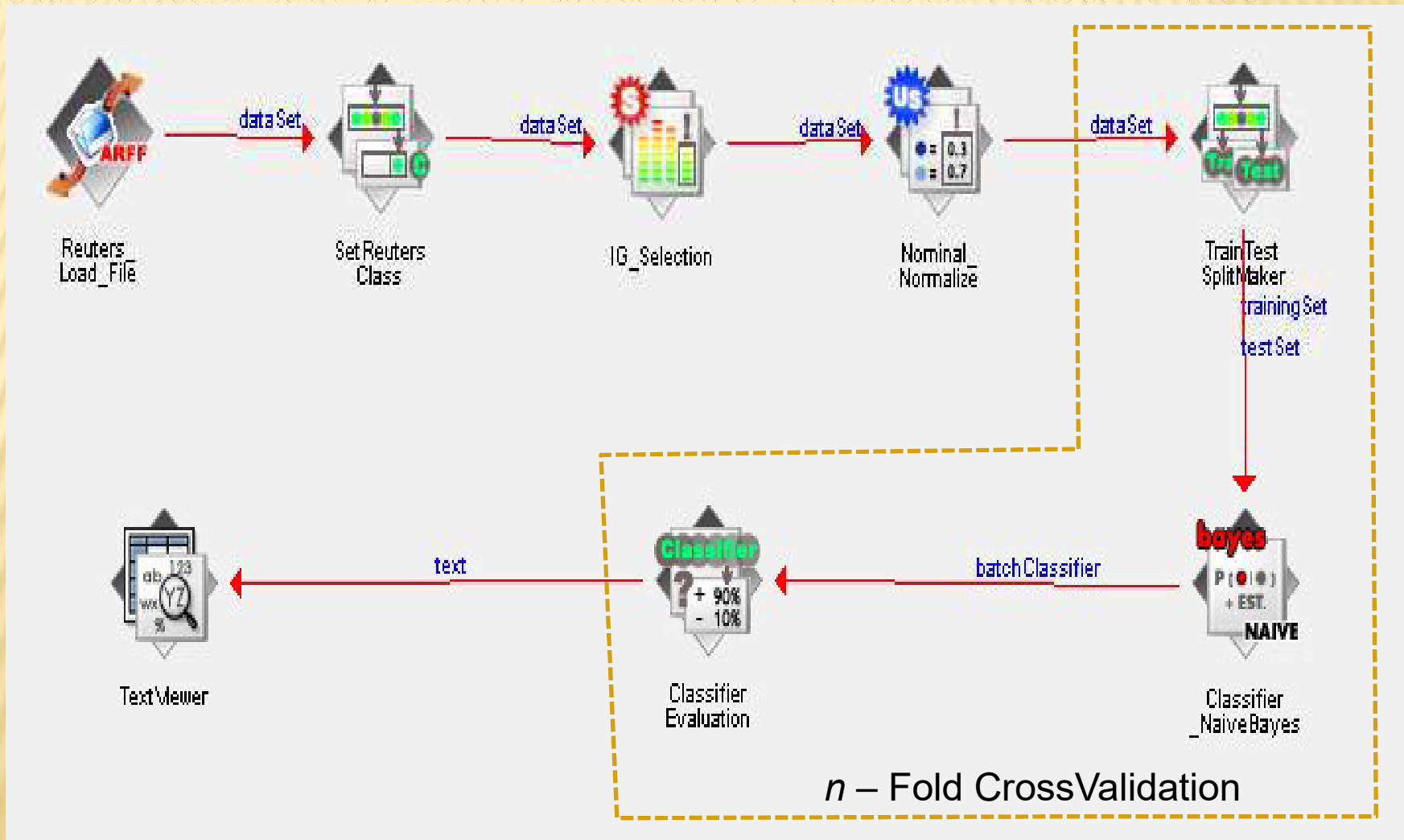
Machine Learning Group at the University of Waikato
<http://www.cs.waikato.ac.nz/ml/weka/>



THE FLOWCHART OF OUR EXPERIMENTS



THE WORKFLOW (WEKA FRAMEWORK)



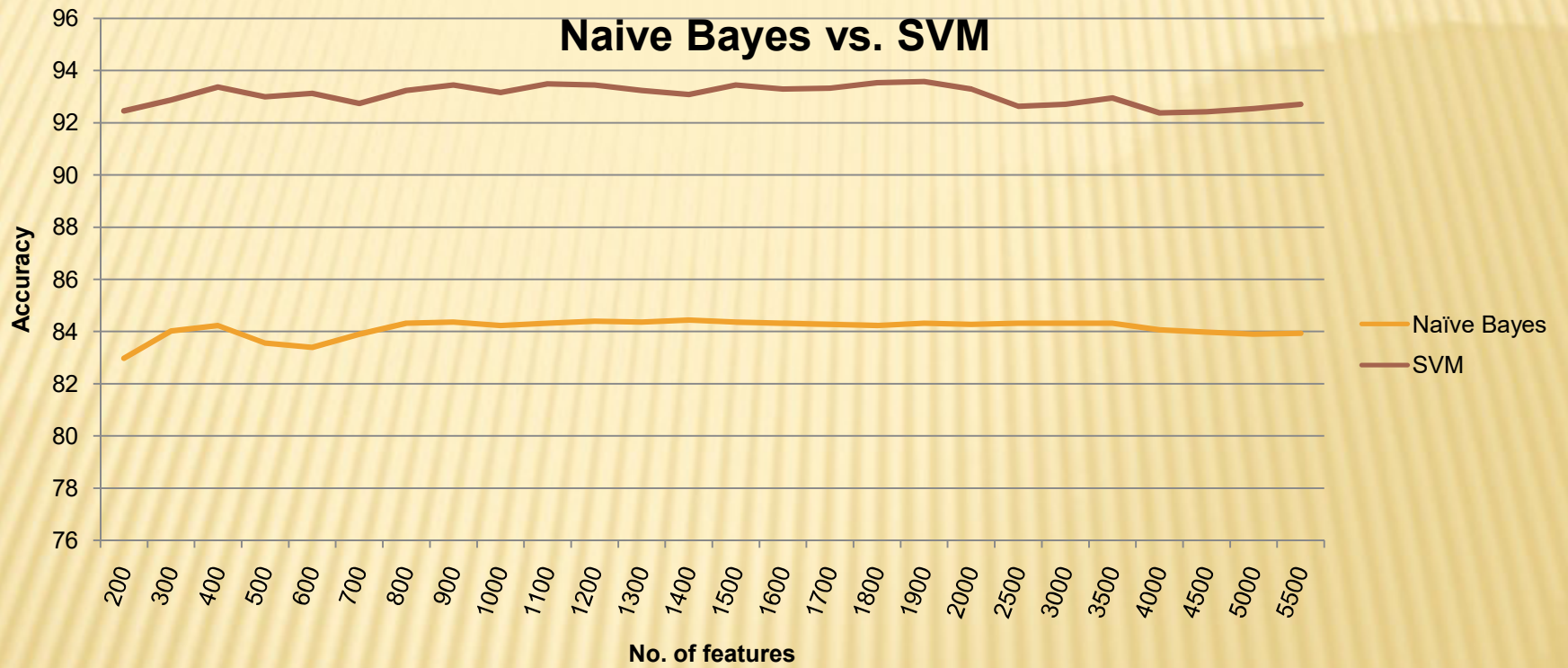
WEKA MODULES CONFIGURATION

The image shows the WEKA software interface with the 'Classifier options' dialog box open for the LibSVM classifier. The dialog box contains the following settings:

- About:** A wrapper class for the libsvm tools (the libsvm classes, typically the jar file, need to be in the classpath to use this classifier). Buttons: More, Capabilities.
- SVMTYPE:** C-SVC (classification)
- cacheSize:** 40.0
- cost:** 1.0
- debug:** False
- degree:** 3
- doNotReplaceMissingValues:** False
- eps:** 0.001
- gamma:** 0.0
- kernelType:** polynomial: $(\gamma \cdot u^*v + \text{coef})^{\text{degree}}$
- loss:** 0.1
- normalize:** False
- nu:** 0.5
- probabilityEstimates:** False
- seed:** 1
- shrinking:** True
- weights:** (empty field)
- More options:** Execution slots: 2

Buttons at the bottom: Log, OK, Cancel.

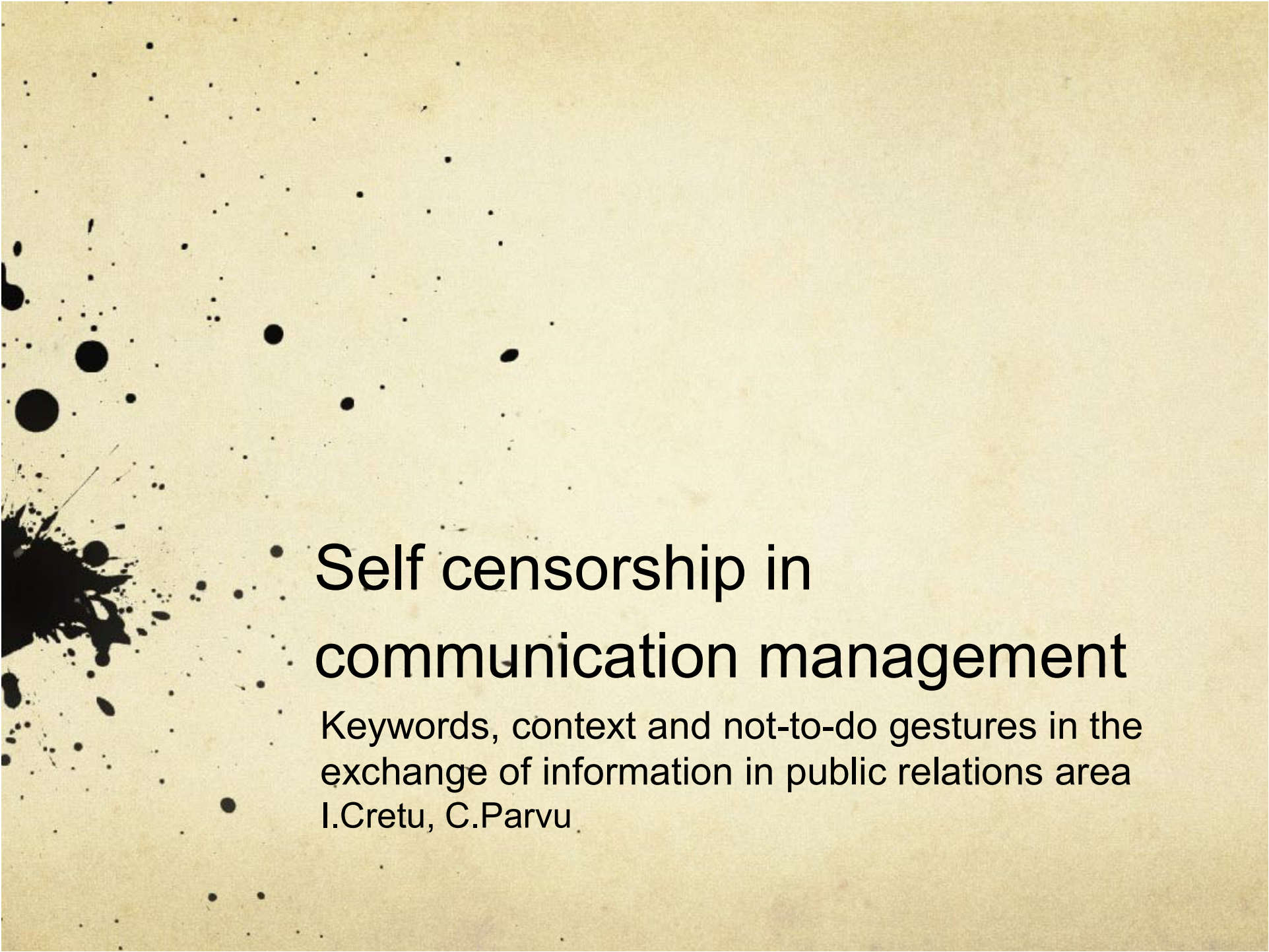
RESULTS - ACCURACY



CONCLUSIONS

- ✘ Easy to use for system design evaluation;
- ✘ Accepts a lot of learning algorithms and a lot of parameters;
- ✘ Have the possibility to implement the your own algorithms and add them to the system;
- ✘ Drawback is the input format;
- ✘ Doesn't perform well with large data sets, being designed for laboratory experiments;

Thank You!

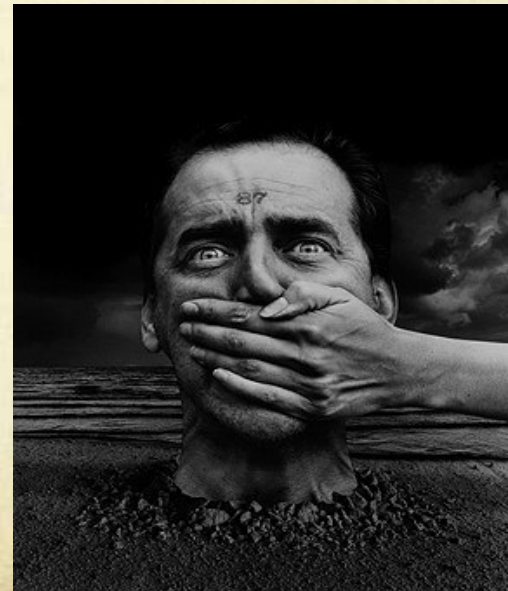


Self censorship in communication management

Keywords, context and not-to-do gestures in the
exchange of information in public relations area
I.Cretu, C.Parvu

What is censorship?

- An affront to a democratic nation
- Something that library associations attempt to combat through their ethical policies
- (McMenemy, 2009)



Forms of censorship

- Subtle pressure not to purchase material on a certain topic or by certain authors
- Campaigns by special interest groups or individuals within a community who wish their own moral viewpoint to be at the fore

What is self censorship?

- When a librarian is cautious not to offend or potentially make available material that may be illegal
- Ex. In UK, for 15 years, it was illegal by a local authority to promote homosexuality, which led to confusion among librarians as to what could be purchased

Self censorship for political reasons

- In 1986, an industrial dispute occurred between News International and the print trade unions, and as a result between 20 and 30 public library authorities, that refused to display copies of any newspapers published by News International

Censorship due to religious issues

The books displayed in public libraries in UK (Hate on the State report, published in August 2007)

- glorify acts of terrorism against followers of other religions
- incite violence against anyone who rejects jihadist ideologies
- endorse violence and discrimination against women

Project against discrimination

- The Human Library project is designed to build a positive framework for conversations that can challenge stereotypes and prejudices through dialogue.
- The Human Library is a place where real people are on loan to readers.
- A place where difficult questions are expected, appreciated and answered.
- <http://humanlibrary.org/>

Social inclusion in libraries

- Policy priority within all library and information services
- Library authorities should consider what specific services need to be tailored to meet the needs of minority groups and communities
- Consult and involve socially excluded groups
- Local learning place and champion of the independent learner
- Opening hours – flexible and tailored to reflect the needs of the community (policy document, *Libraries for all*)



Who are the users?

- „It’s time to stop boring our users with conducted tours of our libraries, earnest library guides, and endless demonstrations of those arcane databases that we love so much. Something has happened. Our users have now mindsets and new expectations. Our information role has spread from buildings and collections to encompass the whole electronic world. Users are creating phenomenal amounts of content individually and collaboratively on the web“.

(Godwin, 2008)

Conclusions

- Communicating with users in the library must be made without prejudice, involving social inclusion, religious and gender acceptance
- Librarians must use their emotional literacy skills to efficiently define their communication context

something to think about...

- <https://www.youtube.com/watch?v=3QdnCRWATZ8>

**The Digital Collections of the LBUS Library
in the Europeana Cloud 2013-2016 Project,
an opening to scientific research activity.
Case study: the impact on consumer of information**

Rodica Volovici, Camelia Volosciuc, Elena Marginean, Ioan Visa
The Library of the "Lucian Blaga" University of Sibiu

Abstract: This spring (2016) ends **Europeana Cloud**, a project of great importance for the development of the digital platform **Europeana.eu** (1). The LBUS Library is the only contributor from Romania, with three digital collections, which covered the topic of multicultural coexistence of the ethnics in Sibiu's historic past. The paper emphasizes our contribution, quantitative and especially qualitative through it's cultural value and diversity of materials. The next step is to disseminate the most important aspects of the project, the structure, technical requirements, a description of the entire environment and the way of working in order to achieve objectives. The major orientation envisaged was supporting the scientific research, providing working- tools for user-consumer of information. As a case study, it was presented the questionnaire conducted in the LBUS on library users.

Keywords: Europeana Cloud, digital library, cloud platform, research tools.

1. About the project

Funded by the **European Union** and coordinated by the **Europeana Foundation**, the Europeana Cloud is the strategic project for the years 2013-2016. It aimed to create a new data infrastructure for cultural content in digital format, to be used by the Europeana and its partners. More, this shared data are opened both to the professional community of European institutions and to the users.

"This infrastructure will exploit latest technological advances in the domain of cloud computing to provide new abilities for efficiently storing metadata and content, easily sharing cultural assets between institutions, improving abilities to access these assets and research them using innovative tools." (2)

The Digital Library **Europeana**, has continuously grown quantitatively and existing infrastructure has become insufficient and complicated, a conglomeration of various technologies and multiple standards with costs.

It needed a new infrastructure for maintaining and distributing the european cultural content. In addition, they were required new tools to facilitate research and how to access this repository of culture, the primary consumers of digital content.

So, the project has the ambition to share data handling tools, to enrich, transform and preserve - which will allow some institutions that do not have these resources, to benefit from them and to enrich their data and services.

"Europeana has become a network, a community. This community shares its experience professional, scientific and technical, but also the motivation to get involved and to make widely accessible to european culture, thanks to digitization".(2)

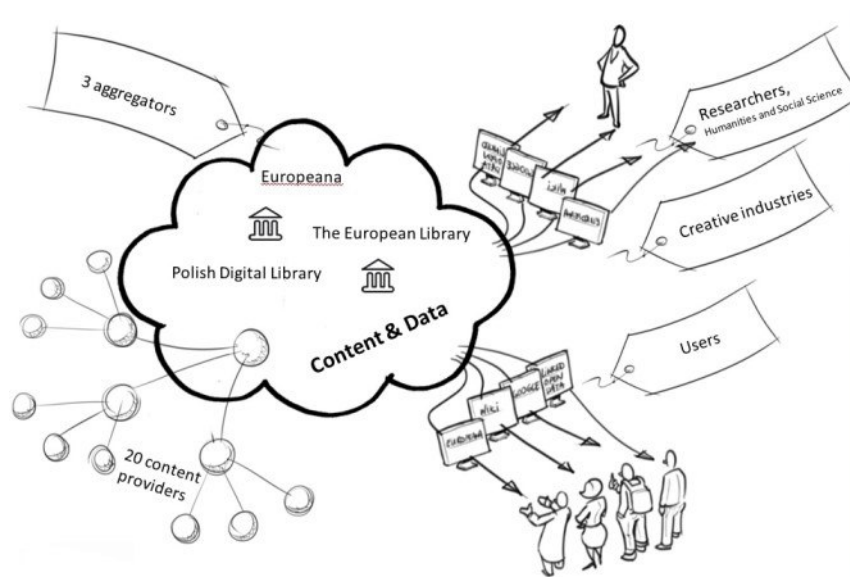


Fig.1 The Europeana Cloud environment

The project was focused precisely on these aspects:

- To follow the basic needs of data providers and researchers,
 - To develop a new technical solution based on cloud technology,
 - To develop useful research tools,
 - Research economic and legal aspects related to efficiency and sustainability of the project.
- Work packages in the project were aligned to these issues.

Project objectives:

- „contribution with new records, preparing and adding new data (2.4 million new metadata records and 5 million digital objects)
- creating a new workflow between content providers and aggregators for processing, storing data efficiently, plus provide access to digital cultural heritage
- orientation to researchers with new services and tools for access, work on and share the content stored in the Cloud
- allowing loading back into the cloud of new works from research and data enriched by scholars to be used by the institutions and researchers alike” .(3)

The project was divided into seven main areas of interest, known as work packages:

- “WP1 - Assessing Researcher Needs in the Cloud and Ensuring Community Engagement
- WP2 - Developing the Infrastructure for Europeana Cloud
- WP3 - Exploiting Europeana Cloud with services and tools for researchers
- WP4 - Ingestion of Content and Metadata Development
- WP5 - Sustaining the Europeana Cloud: Legal, Strategic and Economic Issues
- WP6 - Dissemination and Networking
- WP7 - Project Management” .(2)

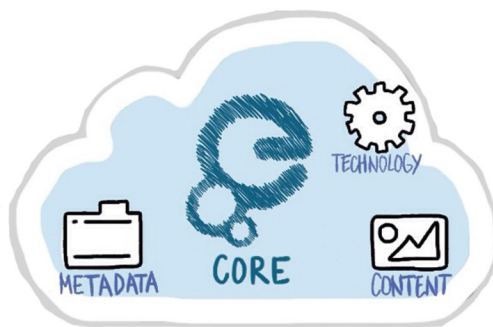


Fig.2. Europeana Cloud Architecture

2. LBUS Library participation in the project

Following the successful participation in the previous project "**Europeana Libraries 2011-2012**" (4) and joining the professional network "**The European Library**"(5), the Library of the LBUS was included as a partner - data provider.

The working team of specialized librarians, initially approached two digital collections of an overall theme, specific area of Sibiu, namely multicultural and multiethnic coexistence of residents, reflected in old books and periodicals.

The LBUS Digital Collections initially proposed for Europeana Cloud project, were:

1-Brukenthal National Museum - calendars and journals

(The oldest german calendars and journals)

2-Sibiu - Historical and multicultural coexistence

(The oldest romanian journals and books)

Later, were added two other sub-collections:

3-Sibiu - Hermannstadt - Siebenbürgen, in chronicles and documents

4-Luceafărul - revistă literară (Revistă pentru literatură și artă - tipărită in Sibiu)


12.	"Lucian Blaga" University of Sibiu (Romania)	274 a1145 (187) a1146 (53) a1417 (34)	274 9200340 (187) 9200400 (53) 9200469 (34)	 <p><i>Bust (1920): Mitropolitul Andrei Saguna (1808-1873), from the Biblioteca Facultatii de Teologie "Andrei Saguna" din Sibiu</i></p>
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Fig.3. Initially proposed collection, caption from the Europeana Cloud text project (contain: name of contributor, collections number, items no, sample digital object)

Europeana Cloud - Sibiu

Community home page



In: Europeana Cloud - Sibiu

Search for Go

or browse

Subject Title Author Issue Date

Collections in this community

- [Luceafărul - revistă literară](#)
Revistă pentru literatură și artă - tipărită în Sibiu
- [Sibiu - Hermannstadt - Siebenbürgen, in chronicles and documents](#)
Old Books in german and romanian languages

Sub-communities within this community

- [Brukenthal National Museum - calendars and journals](#)
Oldest German Calendars and Journals for eCloud project
- [Sibiu - Historical and multicultural coexistence](#)
Oldest romanian journals and books

Fig. 4. LBUS Digital Library - collections in the local DSpace repository
<http://digital-library.ulbsibiu.ro/dspace> (6)

2.a. Digital collections, with titles, amount of pages scanned:

I. Collection 1: **Brukenthal National Museum - calendars and journals** (7)

- Neuer Siebenbürgischer ProvinzialKalender, 1787 – 1871
- Neu und alter Siebenbürgischer Provinzial Kalender, für das Jahr Christi 1891
- Der Siebenbürger Bote - (Nr.1, am 3, Januar 1841 - Nr. 97, am 2. December 1841)

total = 4231 scanned pages

II. Collection 2: **Sibiu - Historical and multicultural coexistence**

Old books titles:

1. PUȘCARIU, Ilarion - Biserica Catedrală din Sibiu. Sibiu: Tipografia Arhidiecezana, 1908
2. PUȘCARIU, Ilarion - Metropolia românilor ortodocși din Ungaria și Transilvania, Sibiu 1900
3. XENOPOL, A.D. - Teoria lui Rosler, Iași 1884
4. LAURIANU, Treboniu - Istoria Romanilor, București 1862
5. Istoria biblica, pentru prunci, Sibiu 1858
6. BARITIU, Georgie - Istoria Transilvaniei, Sibiu, 1889
7. Mandinescu - Elemente de Istoria Universale
8. Zur Frage über die Herkunft der Sachsen in Siebenbürgen, 1856
9. Den Mitgliedern Schaessburg, Hermannstadt, 1867
10. unSächsisches Führertum, Hermannstadt, 1933

11. Episteln und Evangelia, Hermannstadt, 1824
 12. Molitvelnik Sibiu, in Tipografia arhidiecezana, 1874
 13. Puscariu, Ilarion, Dr. - Contributiuni istorice privitoare la trecutul Romanilor de pe pamantul craiesc, Sibiu, Tiparul tipografiei arhidiecezane, 1913
 14. Puscariu, Ilarion, Dr. - Documente pentru Limba si Istoria - Tom I, 1889
 15. Puscariu, Ilarion, Dr. - Documente pentru Limba si Istoria - Tom II, 1897
 16. Schriftliches Gebetbuch zum Gottesdienstlichen Gebrauch der Evangelischen Gemeinden in Siebenburgen, Hermannstadt, Buchdruckerei v. Closius'sche Erbin, 1863
- total = 6309 scanned pages**

III. Collection 3: **Sibiu - Hermannstadt - Siebenbürgen, in chronicles and documents**

Scanned pages:

- Old Book = 1043 pages
- Telegraful Român – years: 1868 – 1879, 1887, 1888 = 6450 pages
- Luceafarul 1908 + 1909 = 596 + 572 = 1168 pages
- Luceafarul 1853 - transliterat = 541 pages
- Vatra = 384 pages

Total = 9586 scanned pages

The screenshot shows the European Library interface. At the top, there is a navigation bar with 'About', 'Membership', 'For Current Partners', 'Log in', and 'English (en)'. Below this is the 'The European Library' logo and a search bar with the text 'Search all European Library content...'. The main content area is titled 'Brukenthal Museum - Calendars and Journals' and features the ULBS logo and a map of Romania. The page provides detailed information about the collection, including its contributor, collection type, digitisation status, description, access rights, geographic coverage, time coverage, languages, and source.

Fig. 5. ULBS page – the 1-st collection in the European Library – processing system (5)

Summary:

Collection1 = 4231 scanned pages

Collection2 = 6309 scanned pages

Collection3 = 9586

Total = **20.126 pages** / vs. Initial proposed = 10.000 pages.

The screenshot displays the European Library website interface. At the top, there is a navigation bar with links for 'About', 'Membership', 'For Current Partners', 'Log in', and 'English (en)'. The main header features the 'The European Library' logo and a search bar with the placeholder text 'Search all European Library content...'. Below the search bar, there are tabs for 'HOME', 'DISCOVER', and 'ACCESS OUR DATA'. The main content area shows search results for 'Sibiu - Historical and multicultural coexistence'. It includes a 'REFINE' section on the right with filters for 'Collection', 'Accessibility', 'Discipline', 'Language', 'Contributor', and 'Collection'. The search results list several items, each with a thumbnail, title, and description. A 'Thumbnail Gallery' is also visible, showing a grid of images related to the search results.

Fig. 6. LBUS – digital records in the European Library – processing system

2.b. Quiz about the User Profile, LBUS Library (see the annex 1, the Questionnaire)

The marketing Department from LBUS Library suggested a questionnaire for library users in order to know how they use the services, how easily find information on traditional or electronic support.

The subjects of this quiz are:

- accessibility to use library services
- communication traditional documents or of electronic documents
- other services (ex. Information retrieval services).

3. Conclusions

The great success of “**Europeana**” is not only managed to gather a mass of data, but because it gave a huge boost to the European cultural community and digitize heritage.

Countries and institutions that lacked a priority digitization, were held to obtain financing and to launch projects. Those who had already begun brought their collections, but also know-how and expertise. This effort was transversal, involving libraries, archives, museums, audiovisual and facilitated the emergence of concerns for interoperability collections.

“A key strand of the Europeana Cloud project is the creation of services and tools targeted at researchers, collectively labelled Europeana Research, to allow scholarly use and re-use of the data held in our newly-built cloud.”(3)

The LBUS Library is an active member of **the European Library** Network (TEL) and is the only romanian data provider in the Europeana Cloud project, with three digital collections in amount of **20.126 pages scanned** as digital objects.

Through this article we promote this european cultural treasure of Europeana digital library in the romanian academic area. Also, we invite users to search, process them critically and to use open data in their scientific papers.

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4. LBUS Library – Europeana Libraries project page - <http://bcu.ulbsibiu.ro/europeana.html>
5. The European Library - Connecting knowledge, <http://www.theeuropeanlibrary.org/tel4/>
6. LBUS Digital Library - the local DSpace repository, <http://digital-library.ulbsibiu.ro/dspace>
7. <http://digital-library.ulbsibiu.ro/dspace/handle/123456789/471>

History and evolution of transport means, traditional and modern in Sibiu area

Lect.Dr. Rodica Volovici, Elena Marginean, Liliana Oprescu, Ioan Visa
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Abstract: By its geographical position, Sibiu is at a crossroads of roads between Transylvania and the sub-Carpathian and history between the Austro-Hungarian Empire and the Romanian Country. Roads were crossed by horses and carts, postal carts drawn by horses, then trains and new cars or buses. And also by people with saddlebags in the back, coming with food from country to town in the agricultural market.

ULBS Library aims to make the presentation, preservation and promotion of cultural heritage on means of transport in Sibiu area.

Coverage of the project includes traditional means of transport, with human or animal traction, then trams, trolleybuses that circulated through Sibiu, to Rasinari, from Mocănița to the old locomotives in the Sibiu depot.

This study traces the evolution, history and diversity of vehicles, from prehistory rocket from Sibiu in the sixteenth century, to transport and communication in Europe of modern times, reflected in writings, through digitizing books and periodicals, either by shooting those existing in reality.

Keywords: transport means, history, evolution, digital library, Sibiu area.

Istoria si evolutia mijloacelor de transport, traditionale si moderne din zona Sibiului

Abstract : Prin pozitia sa geografica, Sibiul sta la o intretaiere de drumuri dintre Transilvania si zona sub-carpatica, iar istoric dintre imperiul austriac, apoi si ungar si Tara Romaneasca. Drumuri strabatute de cai si carute, postalioane, apoi de trenuri si masini, autobuze. Si de oameni cu desagi in spate, venind cu merinde de la tara la oras.

Biblioteca ULBS are in vedere prezentarea, prezervarea și valorificarea patrimoniului cultural referitor la mijloacele de transport utilizate în zona sudului Transilvaniei.

Aria de acoperire a proiectului cuprinde și mijloacele de transport tradiționale, cu tracțiune animală sau umană, apoi tramvaiele, troleibuzele care au circulat prin Sibiu, spre Rășinari, de la mocănița la locomotivele vechi din depoul Sibiu.

Acest studiu urmărește evoluția, istoricul și diversitatea mijloacelor de transport, începând cu preistoria rachetei din Sibiul secolului al XVI-lea la mijloacele de transport și comunicație din Europa epocii moderne reflectate în publicații, prin digitizarea de cărți și periodice, fie prin fotografierea celor existente in realitate.

Keywords : *mijloace de transport, istorie si evolutie, biblioteca digitala, zona Sibiu.*

Introducere

Biblioteca ULBS isi propune sa participe activ la viata culturala a orasului si imprejurimilor lui prin promovarea valorilor de patrimoniu ascunse in documente-carti ori publicatii vechi aflate pe rafturile bibliotecilor, muzeelor, arhivelor, dar si in casele oamenilor, aduse la lumina prin scanarea lor digitala, prelucrarea bibliografica si publicarea lor in colectii digitale, in expozitii de fotografii, ori in studii specializate.

Este ceea ce dorim prin proiectul *„Prezervarea și valorificarea patrimoniului: istoria mijloacelor de transport din județul Sibiu reflectată într-o „Bibliotecă pe roți” – platformă digitală dedicată și expoziție itinerantă”*. Acesta este un proiect de prezentare, prezervare și valorificare a patrimoniului cultural referitor la mijloacele de transport utilizate în zona Sibiului.

Obiectivele proiectului:

Prezervarea digitală și punerea în valoare a patrimoniului cultural din județ prin realizarea unei platforme digitale a mijloacelor de transport, care cuprinde atât o parte expozițională, un studiu istoric și cultural cât și o Bibliotecă Digitală dedicată. Se vor digitiza publicații, cărți vechi, se vor realiza fotografii ale mijloacelor de transport populare tradiționale și mai noi, acestea vor fi prezentate și expuse în expoziții, apoi catalogate și descrise bibliografic în formate digitale diferite (fisier pdf, imagini). Astfel, se pun bazele unei colecții digitale specifice în biblioteca ULBS, liber accesibilă celor interesați.

Obiective pe termen mediu sau lung:

Se va realiza un studiu asupra tradițiilor și meșterilor populari, ateliere de lucru existente în zonă, cu publicarea-tipărirea unei lucrări, realizarea de expoziții fotografice. Se dorește promovarea județului Sibiu cu tradițiile populare specifice, a meștesugarilor și meșterilor țărani, local prin expoziții, iar la nivel național prin rețeaua bibliotecilor universitare din România. Facem cunoscut în mediul academic românesc și străin, tradițiile populare ale meștesugului rotăritului, a construcției de care, mijloace de transport tradiționale mai puțin cunoscute. Rezultatul studiului va fi o monografie și un album care vor fi publicate într-o editură de profil. Acestea se vor constitui ca material didactic și suport de curs pentru elevii Școlii populare de arte și meserii din Sibiu. Lansarea se va face la Nocturna Bibliotecii-eveniment cultural dedicat, precum și la Școala populară.

Descriere, studiu de documentare și realizare a proiectului

Avute în vedere sunt dezvoltarea unui site web dedicat – Bibliotecă digitală disponibilă pe internet, apoi realizarea unor expoziții itinerante cu materialele digitale, fotografii realizate în cadrul proiectului, precum și a unui studiu-prezentare care urmărește evoluția, istoricul și diversitatea mijloacelor de transport, începând cu preistoria rachetei din Sibiu secolului al XVI-lea la mijloacele de transport și comunicație din Europa epocii moderne reflectate în publicații. Aria de acoperire a proiectului cuprinde și mijloacele de transport tradiționale, cu tracțiune animală sau umană, apoi tramvaiele, troleibuzele care au circulat prin Sibiu, spre Rășinari, la mocănița, locomotivele vechi existente în depoul din Sibiu.

Proiectul pe care Biblioteca ULBS îl propune, privește **digitizarea** a mai multor seturi de publicații: cărți și periodice.

Primul set privește volumul intitulat Doru Todericiu, **Preistoria rachetei moderne. Manuscrisul de la Sibiu (1400–1569). Studiu și prezentare istorică și tehnico-științifică**, în care autorul analizează și, respectiv, pune la dispoziția cititorului manuscrite de arhivă.

Cartea a apărut inițial la Editura Academiei Republicii Socialiste România în 1969, dar a fost retrasă de pe piață în 1970, întreg stocul rămas disponibil fiind distrus de autoritățile de atunci. Ediția respectivă avea 352 pagini, plus 129 figuri și schițe de rachetă, la care se adăuga un indice de nume și unul de autori. Din fericire, un exemplar din această carte se află în fonduri de bibliotecă din Sibiu, iar raritatea ei obligă la prelucrare și valorificarea digitală, ca parte a prezervării, promovării și valorificării patrimoniului de carte local.

Manuscrisul de la Sibiu (1400–1569) cuprinde (și) notițele lui Conrad Haas – austriac născut la Dornbach, lângă Viena, în 1509 și decedat la Sibiu în 1576 – care conducea, în acea vreme Arsenalul orașului. În paranteză fie spus, familia lui Conrad Haas își avea rădăcinile în zona Landshut, oraș german (bavarez), înfrățit cu Sibiu.

În calitate de ofițer la Curtea Imperială de la Viena, Conrad Haas a fost trimis în misiune la Sibiu în 1551, pe când avea 42 de ani, pentru a se ocupa de arsenalul orașului, care va fi puternic înzestrat de armata habsburgică. Arsenalul și-a avut sediul în Cazarma Kempel, din actuala Piața Armelor nr. 10, prima construcție datând încă din 1427.

Un al doilea set al proiectului de digitizare privește un periodic, mai precis un calendar care a apărut la Sibiu între 1797 și 1891, anume **Neuer Siebenbürgischer Provinzialkalender (Noul calendar provincial transilvan)** – din anul 1822 **Neu und alter Siebenbürgischer Provinzialkalender** (Noul și vechiul calendar provincial transilvan) – un periodic care, pe tot parcursul apariției sale, se adresa tuturor cunoscătorilor de germană din Sibiu și Transilvania – români și sași, deopotrivă –, nu doar exclusiv vorbitorilor nativi de germană. Acest calendar continuă o tradiție mai veche a calendarelor tipărite în germană și latină.

Un alt argument în favoarea includerii calendarului de mai sus în proiectul nostru se datorează faptului că a fost editat de o familie de tipografi sași din Sibiu – în principal familia Barth, la care se adaugă un ginere, von Closius – o dinastie de tipografi cunoscută în lumea românească în special pentru meritul de a fi editat cărțile școlare și de cult ale românilor de rit ortodox din Transilvania.

În cuprinsul periodicului întâlnim numeroase informații, pe capitole și pagini separate, privind atât *poșta din Transilvania cu trasee și localități*, cât și *poșta din Transilvania cu localități și orar*; la care se adaugă, din 1803, lista localităților prin care trece poșta pe ruta Sibiu–Timișoara–Buda–Viena. Începând cu 1853, orarul poștei din Sibiu va fi dublat de cel al tarifelor de călătorie de la Sibiu la Cluj, Tg Mureș, Bistrița și Timișoara, fără a renunța însă la rubricile pe care le-am menționat mai sus.

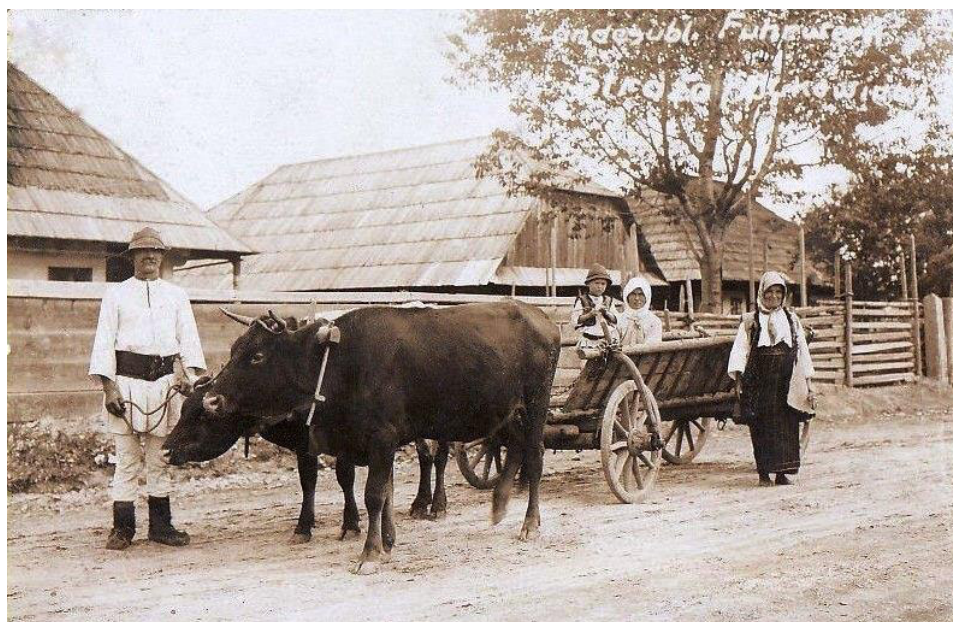
Este cunoscut faptul că apariția locomotivei a constituit o adevărată revoluție în istoria umanității; ne referim aici atât la primul model demn de numele de locomotivă, cel din 1804, cât și la prima locomotivă rentabilă, cea din 1829, folosită pentru transport de persoane între două orașe, Liverpool și Manchester.

În acest sens, în numărul pe 1871, publicația care ne interesează, **Neu und alter Siebenbürgischer Provinzialkalender** (Noul și vechiul calendar provincial transilvan), vorbește despre o noutate, anume *despre prima cale ferată din Transilvania, ruta fiind Arad–Alba Iulia*, în acest număr fiind inclus și primul mers al trenurilor din istoria căilor ferate din România de azi. De presupus că subiectul a fost dezbătut destul de mult și în diferite medii, din moment ce întâlnim, la nivelul calendarului pe 1873, un articol, pe patru pagini, intitulat Ce [avantaje] vom avea de pe urma căii ferate.

Următoarea mare secțiune a proiectului privește prezervarea informațiilor – prin digitizare – privind mijloacele de transport tradiționale, informații aflate în publicații de profil sau cărți vechi, unele în pericol de degradare.



Rasinari - Biserica-ortodoxa – frontispiciu – roata – 2011



Car traditional tras de boi sau vaci

Parteneri: Școala Populară de Arte și Meserii "Ilie Micu", Sibiu

Publicul țintă:

- studenții din universitățile sibiene în număr de 20.000, istorici, restauratori, cercetătorii din domeniul etnografic, etnologic, liceenii, elevii sibiene și din țară, în special cei cu specific arte și meserii populare, publicul larg de pe Internet, român și străin.

Metodologie (cât de coerent este proiectul, planificarea activităților este clară și realizabilă): In vederea realizării proiectului se au în vedere activitățile:

- etapa 1: Informare-documentare, culegere date (aprilie-august)
- etapa 2: Scanare, digitizare, prelucrare digitală (mai-septembrie)
 - Realizare expoziție la Biblioteca ULBS, la Scoala populara de arte si meserii și la Consiliul județean (iunie–octombrie)
 - Realizare site web, descriere bibliografică, realizare studiu (iunie- octombrie)
- etapa 3: Expoziții cu poze, cu prezentarea proiectului, cu lansarea studiului, diseminare, pliante, articole în presă, media (aprilie-noiembrie).



Caruta traditionala din lemn - schelet



Tramvaiul spre Rasinari



CONSILIUL JUDEȚEAN
SIBIU



MODERN TRENDS IN THE EVALUATION OF USER SATISFACTION IN THE UNIVERSITY LIBRARY

Cristina Albu, Adriana Cristian, Narcisa Valter

The 7th International Conference in Information Science and Information Literacy, 13-15 of April 2016 Sibiu,

Reasons for the study

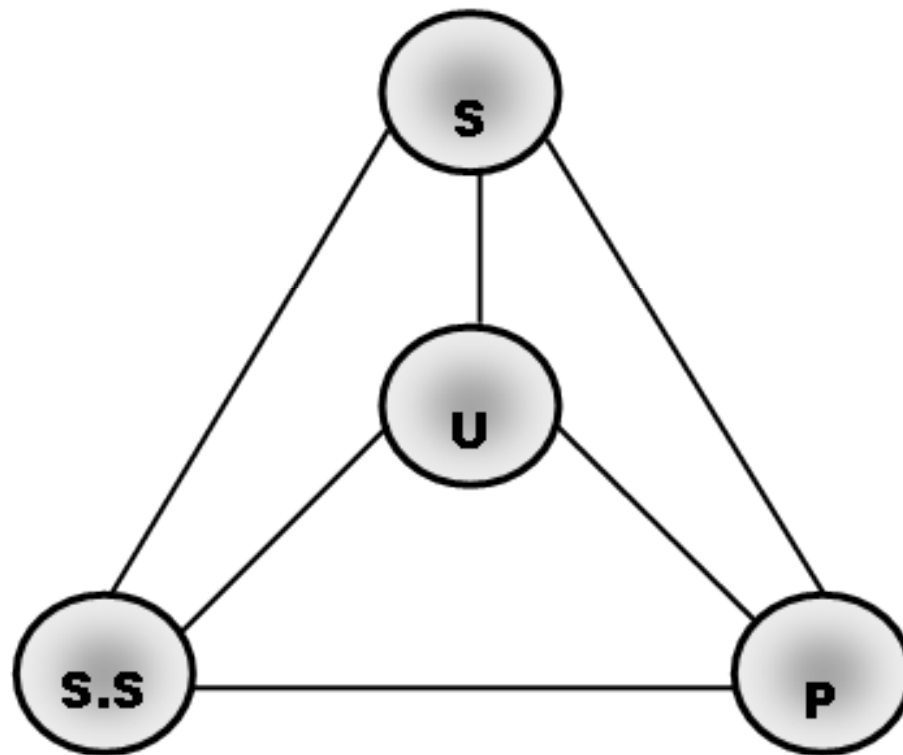
○ Users

- perceive subjectively a library service quality.

○ Library

- find out the specific user requirements;
- harmonization of user requirements with the real possibility of offering a quality service;
- Skills for identifying suggestions for service improvement.

The service triangle in the university library



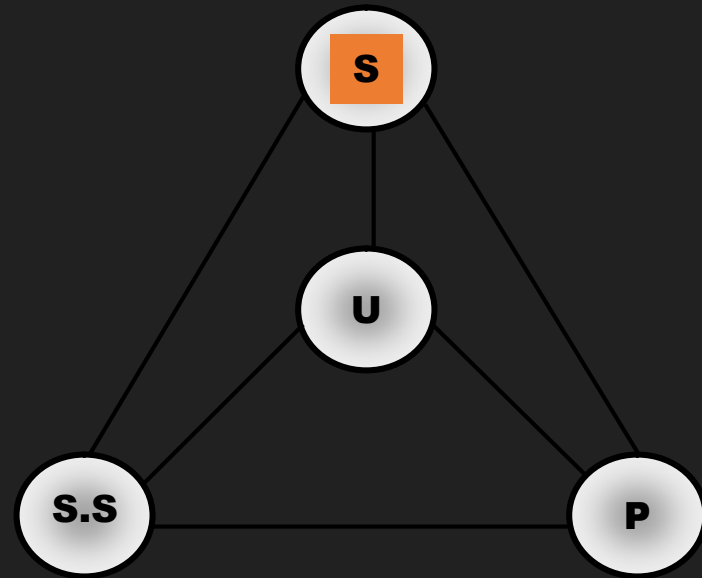
S - Strategy
S.S - Service system
P - Personnel
U - Users

Fig. 1. The service triangle in the university library

The service triangle in the university library

Strategy (S)

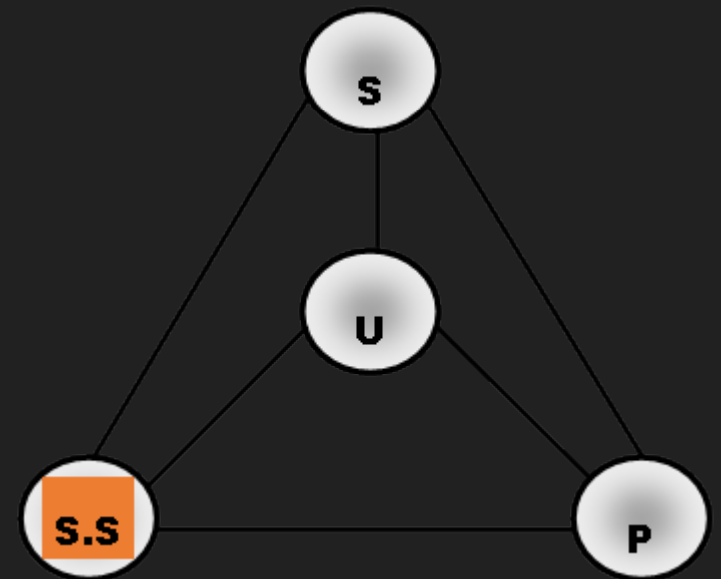
- meet a user's requirements
- finding discussions with users



The service triangle in the university library

Service system (S.S)

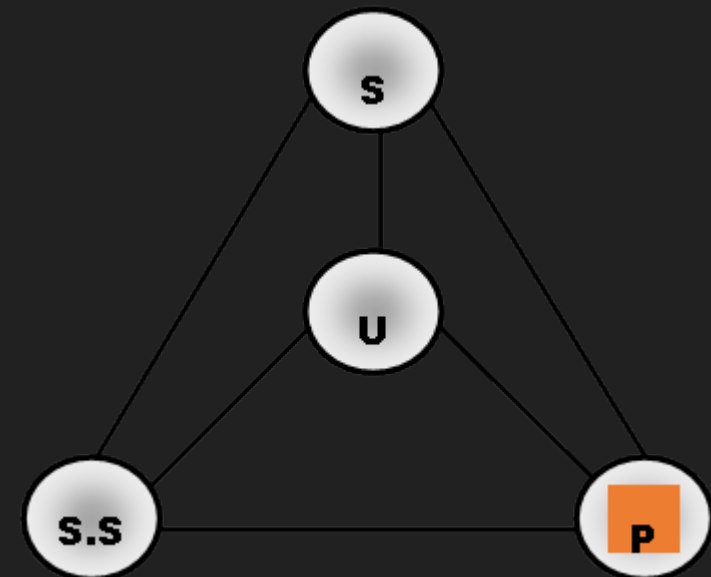
- new computers;
- new software packages;
- implementation of a modern system of documents security: RFID (radio frequency identification). procurement of electronic documents;
- implementation of a modern data acquisition system provided to the users;
- Individual study offices equipped with computers connected to the Internet.



The service triangle in the university library

Personnel (P)

- knowledge of communication systems;
- knowledge of system operation;
- knowledge of international languages;
- teamwork skills;
- communication skills with users;
- creativity, etc.



The service triangle in the university library

○ Users (U)

- Users represent the very target of library work. In conducting the service provided, each shortcoming may be the source of user discontent and loss of confidence. Opinions about poor service may spread at a very high speed. The likely negative reactions triggered may comprise both actual users as well as potential users. Thus, the library image may face the risk of degradation. Current quality concepts impose preventive measures (to remove shortcomings) so that all services on offer should target what specialist literature calls **“zero defects”**

The service triangle in the university library

OBJECTIVE OF „ZERO GAPS”

1. Loss of user population;
2. User complaints;
3. User delays in document returns;
4. Mistakes in service delivery;
5. Weaknesses of service supply;
6. Wrong management decisions;
7. Decision errors in service control.

Assessment of user satisfaction through SERVQUAL questionnaires

- The questionnaire contains 22 questions.
- Dimensions of user satisfaction (RATER) = determinants that can influence a gap appearance:
 - RELIABILITY (R) - questions 14 to 17;
 - ASSURANCE –(A)- questions 5 to 9;
 - TANGIBILITY (T) - questionnaire questions 1 to 4;
 - EMPATHY (E) - questions 18 to 22.
 - RESPONSIVENESS (R)- questions 10 to 13;

Assessment of user satisfaction through SERVQUAL questionnaires

Calculation of values for average perception / expectation "x_i", in reference to question "i"

For each of the 22 questions, one calculates the value for the average perception/expectation "x_i", using the formula:

$$x_i = \sum n_{ij} / N \quad i=1 \dots 22; j=1 \dots N^*$$

- i = number of the questionnaire questions;
- j = number of respondents,
- n_{ij} = grade awarded by respondent "j" to question „i”,
- N = number of questions for each dimension,
- N* = number of respondents.

- 1- strongly disagree
- 2-disagree
- 3-neither agree or disagree
- 4- agree
- 5- totally agree

Assessment of user satisfaction through SERVQUAL questionnaires

Calculation of perception / expectation average

- It is calculated for each dimension of the specific service quality:

T_p (T_e) = tangibility perceived or expected;

A_p (A_e) = trust perceived or expected;

RS_p (RS_e) = responsiveness perceived or expected;

R_p (R_e) = safety perceived or expected;

E_p (E_e) = empathy perceived or expected.

Assessment of user satisfaction through SERVQUAL questionnaires

Interpretation of results

The service score is interpreted in relation to the amount of difference D to each dimension.

Thus, if the value obtained:

$D > 0$ the perceived quality of service is higher than expected quality

$D = 0$ the perceived quality of service is as expected

$D < 0$ the perceived quality of service is below expected level

Case study

○ **SERVQUAL questionnaires** were administered to the users of the Central Library of the University “Politehnica” of Bucharest, as a way to improve **loan services** to users. There were administered **53** questionnaires (i.e. $N^* = 53$) that were filled in by users (teachers, doctoral and master students) before and after the loan service (at home and/or in the reading room) (before and after moving to the new library headquarters).

Crt nr.	Question
1	Library will be equipped with modern equipment and technology
2	Library physical environment (reading rooms, individual reading booths, storage area) will be attractive and comfortable
3	Library staff will be kind and well groomed
4	Library will provide users with all usefully required documents
5	When the library pledges to do something by a certain time, so it will
6	When the library receives a complaint, it will be bound to solve it
7	Library will provide any service according to standards right from the start
8	Library will provide the service in the shortest time
9	Library will do its best to prevent complaints from users
10	Library staff should be able to answer all users' questions in a timely manner
11	Library staff will provide prompt service
12	Library staff will always be ready to assist users
13	Library staff will never be too busy to meet users' demands
14	Conduct of staff will inspire users with trust
15	Users will feel the library is a safe place
16	Library staff will treat users kindly
17	Staff will have the necessary field knowledge to be able to answer users' questions
18	Users will have the benefit of attentive and specific library care
19	Library opening hours will suit all users
20	Library will have staff likely to award users personal and attentive care
21	Library will understand users' interests
22	Library staff will have to understand the users' demands

The SERVQUAL questionnaire (table 1), was addressed before service use in order to obtain information on users' expectations (**before moving to the new library premises**).

Crt nr.	Question
1	Library is equipped with modern equipment and technology
2	Library physical environment (reading rooms, individual reading booths, storage area) is attractive and comfortable
3	Library staff is kind and well groomed
4	Library provides users with all usefully required documents
5	When the library pledges to do something by a certain time, so it will
6	When the library receives a complaint, it is bound to solve it
7	Library does provide any service according to standards right from the start
8	Library provides the service in the shortest time
9	Library does its best to prevent complaints from users
10	Library is able to answer all users' questions in a timely manner
11	Library staff provide prompt service
12	Library staff are always ready to assist users
13	Library staff is never too busy to meet users' demands
14	Conduct of staff inspires users with trust
15	Users feel the library is a safe place
16	Library treats users kindly
17	Staff has the necessary field knowledge to be able to answer users' questions
18	Users benefit from attentive and specific library care
19	Library opening hours suit all users
20	Library has staff likely to offer users personal and attentive care
21	Library understands users' interests
22	Library staff understand the users' demands.

The SERVQUAL questionnaire (Table 2) was filled by users after service in order to acquire information on user's perception of the service provided **(after moving in new library headquarters)**

Calculation of SERVQUAL Score (SC)

Table 3

Crt. Nr.	Average perception	Average expectation	Difference
1	4,1	3,5	0,6
2	4,5	3,6	0,9
3	3,6	3,7	-0,1
4	4,5	4,4	0,1
5	3,7	2,9	0,8
6	4,0	3,0	1,0
7	3,7	3,1	0,6
8	4,2	3	1,2
9	4,7	3,3	1,4
10	2,5	3,1	-0,6
11	2,6	3,3	-0,7
12	3,0	3,3	-0,3
13	2,8	3,2	-0,4
14	3,3	3,0	0,3
15	4,7	3,2	1,5
16	3,5	3,6	-0,1
17	3,3	2,8	0,5
18	3,5	4,0	-0,5
19	3,2	4,8	-1,6
20	3,4	4,0	-0,6
21	3,6	3,8	-0,2
22	3,5	4,1	-0,6

One calculates the average perception/expectation values " x_i " regarding question "i" for each of the 22 questions (Table

Calculation of SERVQUAL Score (SC)

Perception level			Expectation level			Difference
Perception average values		Average perception	Average expectation	Expectation average values		
Tangibility	4,175	4,1	3,5	Tangibility	3,800	0,375
		4,5	3,6			
		3,6	3,7			
		4,5	4,4			
Trust	4,060	3,7	2,9	Trust	3,060	1,000
		4,0	3,0			
		3,7	3,1			
		4,2	3			
Responsiveness	2,725	4,7	3,3	Responsiveness	3,225	0,500
		2,5	3,1			
		2,6	3,3			
		3,0	3,3			
Safetay	3,700	2,8	3,2	Safetay	3,150	0,550
		3,3	3,0			
		4,7	3,2			
		3,5	3,6			
Empathy	3,440	3,3	2,8	Empathy	4,140	-0,700
		3,5	4,0			
		3,2	4,8			
		3,4	4,0			
		3,6	3,8			
		3,5	4,1			

One calculates for each the dimensions of service quality (tangibility, trust, responsiveness, safety and empathy) the average values of perception/expectation according to Table 4:

Calculation of SERVQUAL Score (SC)

According to Table 4 (by analyzing the value of differences between the five dimensions of service quality), one has found that particular emphasis should target aspects related to **responsiveness and empathy**.

Concerns should be directed to:

- an understanding of users' interests;
- selection of employees with positive attitude, because they are the ones likely to express concern and respond positively to users, coming to their aid;
- selection of employees who can timely and adequately respond to users' questions;
- training employee in the skill of showing a personal edge in handling users' since each user has specific information needs;
- a change in the library time-table to suit all users' needs.

Conclusions

- The provision of a certain service should be such that users experience no difference between its expected and perceived quality. The standards of service provision should be clearly defined for the users to be able to make a clear assessment of its visible features.
- The process of assessing user satisfaction should identify the specifications that map out service provision vs. user requirements. One should make a comparison between the users' assessment and the self-evaluation conducted by the library.
- The evaluation of user satisfaction questionnaires using SERVQUAL as presented in my paper may be successfully used by any university library that does not have a LIBQUAL model.



Thank you for your attention!

***THE MELISENDE PSALTER:
A 12TH CENTURY ILLUMINATED MANUSCRIPT
FROM THE CRUSADER KINGDOM OF JERUSALEM***

*Constantin Ittu, Librarian - ULBS Library,
Iuliana Govoreanu, Librarian - ULBS Library,*

The 7th International Conference on
Information Science and Information Literacy
Sibiu, Romania - April 13-15, 2016

Psaltirea Melisendei

- Regatul Ierusalimului, formațiune politică “latină” (1099-1291) apărută în urma primei cruciade a avut următorii suverani:
- Godefroy, “apărător a Sf. Mormânt” (1099-1100);
- Balduin I (1100-1118)
- Balduin II (1118-1131)
- Melisenda (1131-1153) = Fulk (1131-1143); Balduin III (1143-1153).....



Psaltirea Melisendei



- *Psaltirea Melisendei* este o carte manuscris din perioada cruciadelor, mai precis din Regatul Latin (cruciat) al Ierusalimului. Din chiar paginile cărții sacre aflăm că aceasta a fost dăruită Bisericii Sfântului Mormânt din Ierusalim de către regina Melisenda a Regatului omonim, realizarea manuscrisului fiind cuprinsă în arcul cronologic al anilor 1131-1143.

Psaltirea Melisendei



- **Regina Melisenda** (cca 1105-1160) a fost fiica cea mare a regelui Balduin al II-lea al Ierusalimului și a principesei armene Morphia de Melitene, S-a căsătorit cu Fulk al V-lea, regele Ierusalimului [Fulco, latină; Foulque/Foulques, franceză, anterior conte d'Anjou], domnia acestuia (acestora) începând în 1131. În mai puțin de un an de la întronizare a izbucnit un conflict (armat) între cei doi soți, în final, victoria aparținându-i Melisendei. La puțin timp, suverana se va erija în patroană a artelor, va fonda mănăstirea benedictină Sf. Lazăr din Betania (locul de baștină a lui Lazăr și al surorilor sale Marta și Maria) și va fi comanditara... *Psaltirii Melisendei*.

Psaltirea Melisendei

- Mănăstirea benedictină de maici St. Lazăr a fost ridicată între 1138 și 1141, pe locul mormântului lui Lazăr.
- După decesul primei starețe, cea care i-a urmat a fost Ioveta (cca. 1120-1cca. 1170), sora mai mică a Melisendei, adică a patra fiică a regelui Balduin al Ierusalimului, singura născută după ce tatăl ei a ajuns suveran în 1118.
- Când regele a căzut captiv la necredincioși, în 1123, după bătălia de la Edessa, Ioveta a fost trimisă ca ostatec în schimbul elberării acestuia. În 1125, Balduin a plătit o răscumpărare de 80.000 dinari pentru răscumpărarea fiicei sale.
- Când a murit regina Melisenda, în 1161, Ioveta s-a aflat la căpătâiul acesteia, după care stareța de sânge regal dispăre din istorie.

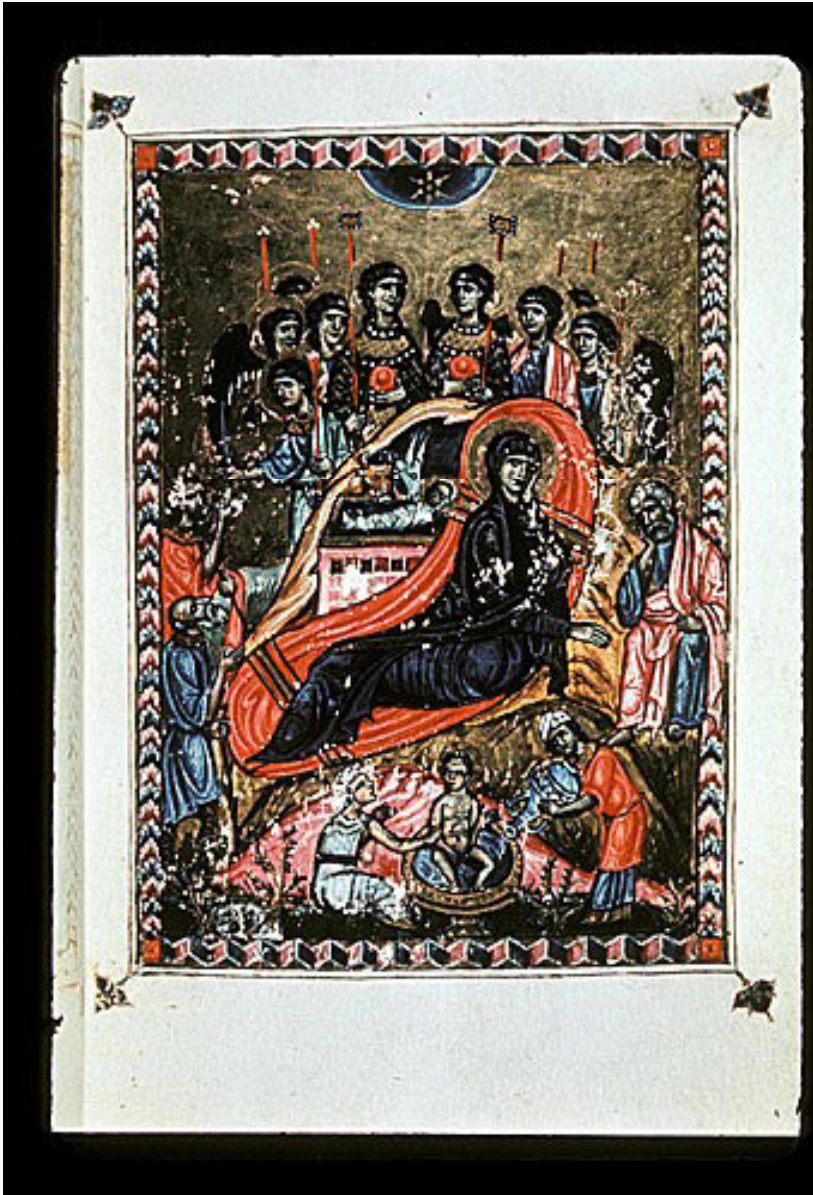


Psaltirea Melisendei



- Manuscrisul miniat este scris pe pergament, în latină, în așa-numita scriere protogotică.
- La f. 12 verso “Basilus me fecit” – probabil artistul sau coordonatorul echipei de artiști.
- În total sunt 218 file cuprinse între două coperti de fildeș cu ornamente.
- Primele 24 ilustrații, pe 12 file, cuprind scene din Noul Testament.

Psaltirea Melisendei



Imagini din Noul Testament

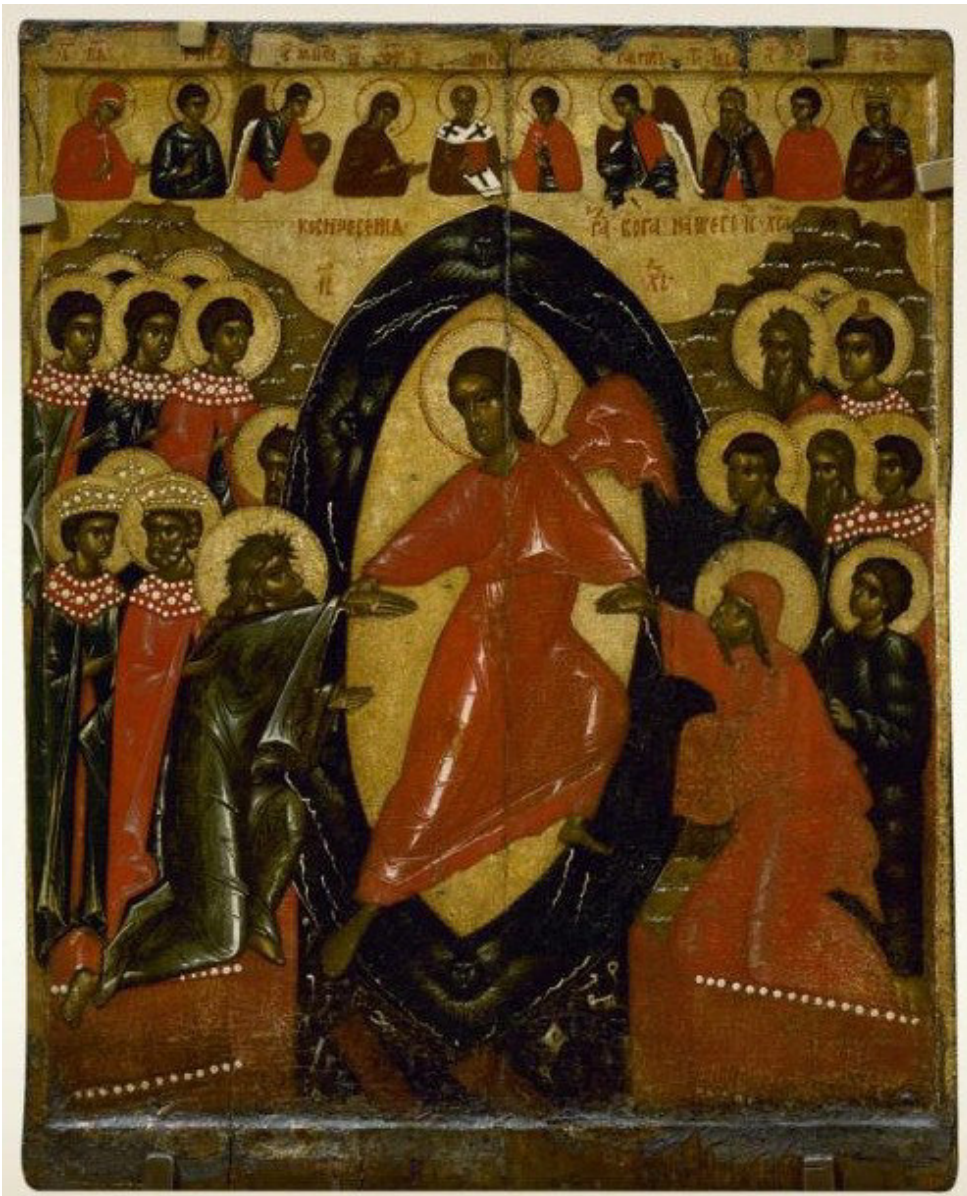
- Împodobirea unei psaltiri cu ilustrații este tipică lumii occidentale, nu celei răsăritene, dar suita de teme aleasă corespunde etapelor liturghiei bizantine, nu celei catolice.
- Pe ultima miniatură, f 12 verso, se află trecut, cum am arătat deja, “Basilus me fecit”; putea tot atât de bine să fie un miniaturist bizantin ori un artist occidental școlit la Constantinopol; după unii, posibil un armean catolic, având în vedere că mama Melisendei fusese principesă armeană.

Psaltirea Melisendei

- ff 13-21 conțin **calendarul** care, spre surprinderea specialiștilor, este de sorginte englezească, fiind plin cu sfinți insulari, nu cu cei des întâlniți în Regatul Latin al Ierusalimului;
- Numele Sf. Martin de Tours este scris cu litere de aur, specialiștilor în domeniu nefiindu-le clar de ce;
- Trei date importante în Orientul latin sunt menționate: cucerirea Ierusalimului (15 iulie), ziua morții lui Balduin al II-lea (21 august) și ziua morții soției acestuia, Morphia (1 octombrie)



Psaltirea Melisendei



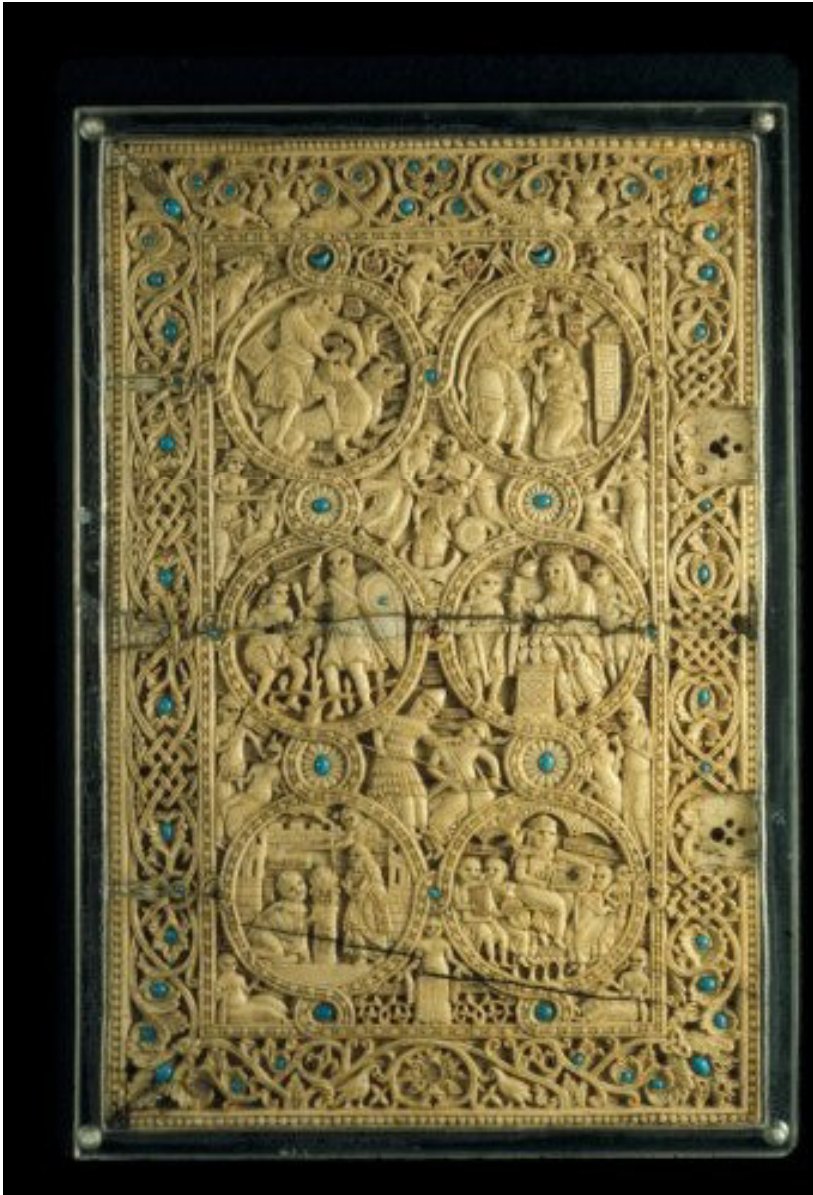
- Ff 22-196 cuprind **psalmii** în latină, scrierea fiind nord-francă [franceză]. Un al treilea artist miniaturist a îmbodobit inițialele fiecărui psalm.
- Unele inițiale (letrine) ocupă o întreagă pagină fiind trasate cu aur pe fond de purpură:
- Artistul a adus parfumul școlilor italiană și islamică în opera sa, fapt care permite presupunerea că era de felul său din sudul Italiei, aflat sub stăpânire musulmană.

Psaltirea Melisendei



- Scribul care a copiat psalmii a scris și **rugăciunile către sfinți** – ff. 197-211. este vorba despre un mănunchi de nouă sfinți. Sfânta Fecioară Maria, Arhanghelul Mihail, Sf. Ioan Botezătorul, Sf. Petru, Sf. Ioan Evanghelistul, Sf. Ștefan, Sf. Nicolae, Sf. Maria Magdalena și Sf. Agnes.
- Rugile sunt agrementate cu chipurile sfinților respectivi, stilul artistic fiind cel bizantin.
- Se întâlnesc și câteva spații albe, neterminate.

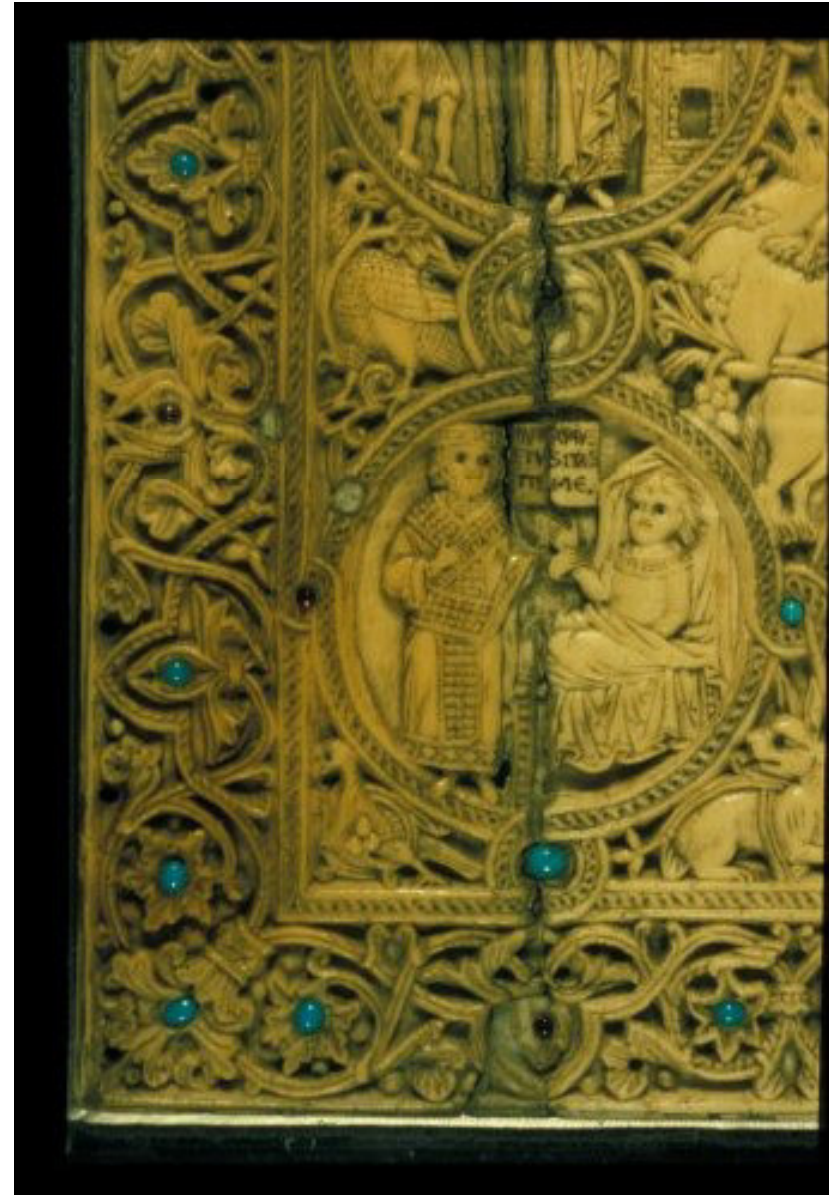
Psaltirea Melisendei



- **Copertile de fildeș,** care trădează influențe bizantine, islamice și occidentale, redau scene din viața regelui David, precum și din opera lui Prudentius, *Psychomachia* – prima copertă, în timp ce...

Psaltirea Melisendei

- **A doua copertă** redă scene din viața unui rege care îndeplinește cele cinci munci ale umilinței din *Evanghelia după Marcu*. Regele de aici este înveșmântat în veșminte bizantine, dar se pare că reprezintă un suveran cruciat, posibil Fulk al V-lea (Foulque/Foulques), regele Ierusalimului. Șoimul (*fouque* în franceza veche) ar fi un indiciu în acest sens.



Psaltirea Melisendei

- Sec. XII-XIV Nobilimea și capetele încoronate ale timpului comandau psaltiri bogat ornamentate pentru devoțiunea personală;
- După acest arc cronologic, psaltirile sunt înlocuite cu Breviare și/sau Cărți ale Orelor, cel mai cunoscut exemplar fiind așa-numitul Breviar Brukenthal, de fapt o Carte a Orelor.....





O AD SCAM MARIA MAGDAL.
maria tu peccatrix . pedu dñi lauatix .
N on de fontib⁹ aquarū . s; de guttis lacimarū .
V t de multis a peccatis . fons lauares peccati .
O preclarū dī templū . penitentie exemplū .
Q ue beatos pedes xpi . tuis crimb; terfisti .
V t meretricalis usus . pte fieret exclusus .
T engeratq; tuas sordes . p manū misericordē .
O solamen peccatorū . certa spes erroneorū .
Q ue unguentū preciosū . sup regē glōsū .

Multumesc !

**The utility of *DSpace* in university libraries.
Case study: Library of the University
"Lucian Blaga" from Sibiu**

**Utilitatea sistemului informatic de bibliotecă
digitală *DSpace*, în bibliotecile universitare.**

Studiu de caz:

Biblioteca Universității „Lucian Blaga” din Sibiu

DSPACE

Liliana OPRESCU

The Library of the "Lucian Blaga" University of Sibiu



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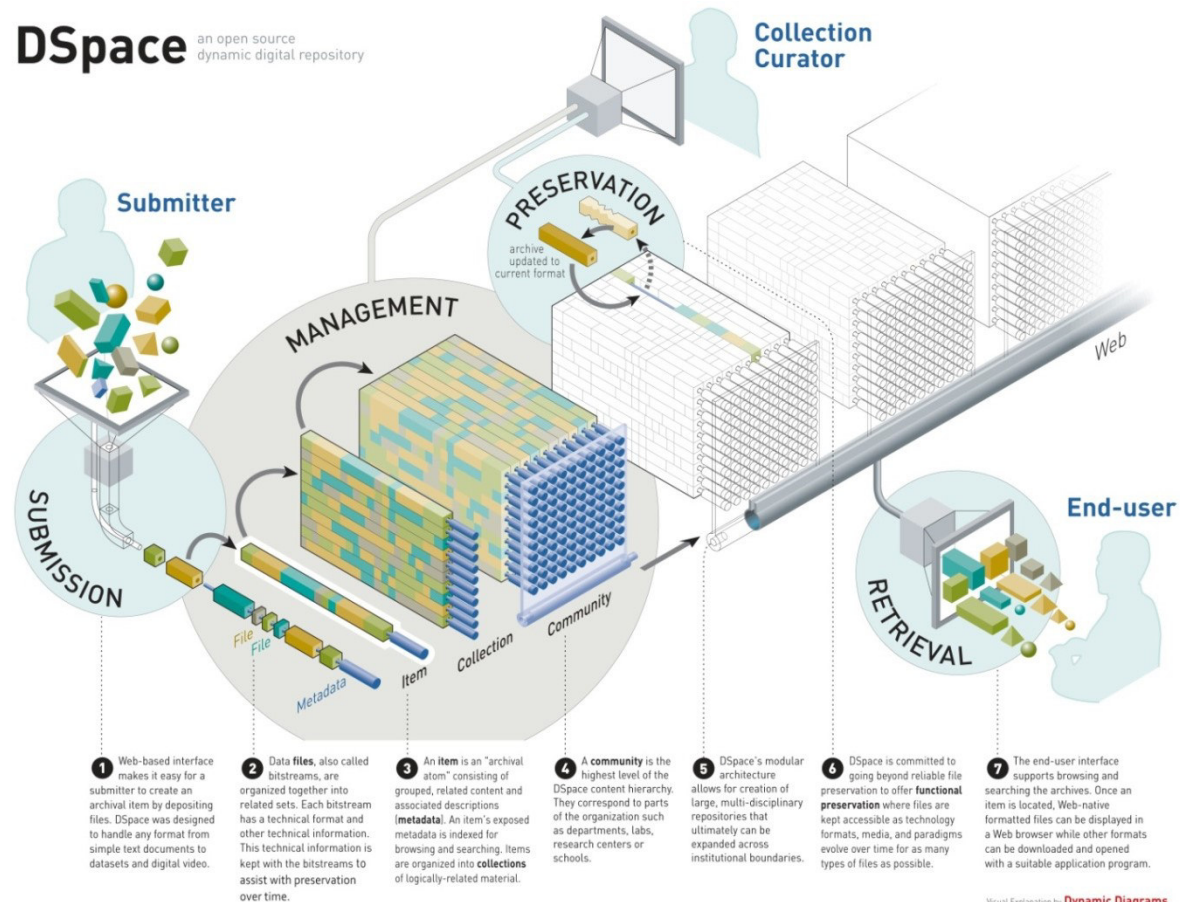
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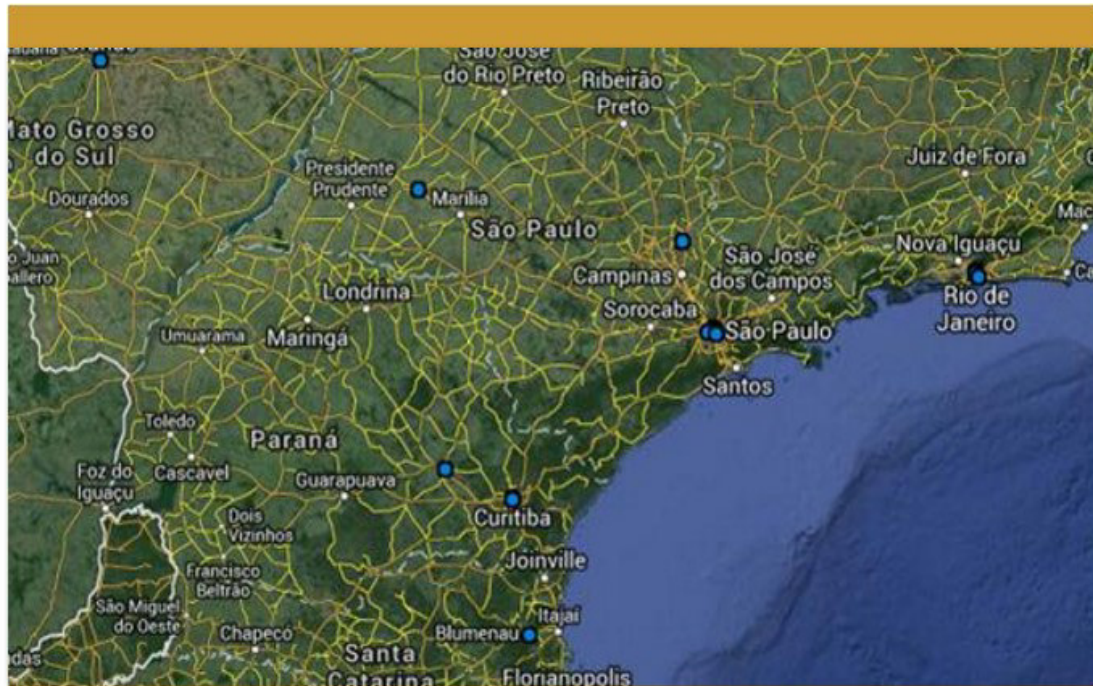
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Akitz Freelancing	Romania	personal	1.8.x	
Central University Library 'Carol I	Romania	academic		
Central University Library Cluj Lucian Blaga	Romania	academic	1.6.x	
Erdelyi Muzeum-Egyesulet	Romania	museum / gallery	1.7.x	
National School of Political Studies and Public Administration	Romania	academic	1.7.x	
Transilvania University of Brasov	Romania	academic		
University of Sibiu	Romania	academic	1.7.x	
West University from Timisoara - Chemistry Biology Geography Faculty	Romania	academic	1.7.x	
Dunarea de Jos University of Galati	Romania	academic	Unknown	
Lucian Blaga Central University	Romania	academic	Unknown	
Institute for World Economy	Romania	research center	5.x	

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- [MySQL \(2\)](#)

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"Lucian Blaga" University from Sibiu, an academic institution, has the ID 2662 in the *DSpace* database, which is available at the following link <http://http://digital-library.ulbsibiu.ro/dspace/>. The Digital Library contains various information on different subjects.

Universitatea „Lucian Blaga” din Sibiu, instituție academică, are ID-ul 2662 în spațiul programului informatic *DSpace*, baza de date atașată poate fi accesată de pe link-ul <http://http://digital-library.ulbsibiu.ro/dspace/> unde pot fi regăsite informații diverse în Biblioteca Digitală.



DSPACE

The ULBS Libraries selected *DSpace* for adoption because of the system's superior features. As one of the most popular open-source repository platforms in existence, DSpace is user-friendly, enables the management of a variety of digital formats

(from text to video, audio and data files), and allows world-wide access to its content through search engines. In addition, the system's reliance on Dublin Core metadata makes it fully compatible with the format required by the digital projects included in the *European Libraries, 2011-2012* and *European Cloud 2013-2016* programs, of which ULBS Library has been a part.

DSpace a fost ales și instalat la Biblioteca Universității "Lucian Blaga" din Sibiu pentru ceea ce oferă: este un sistem informatic bine dezvoltat, solid, sigur și ușor de folosit.

Nu în ultimul rând, a fost ales datorită structurii bazei de date, formatul implicit fiind Dublin Core (DC), compatibil 100% cu formatul cerut în proiectele digitale *Europeana Libraries 2011-2012* și *Europeana Cloud 2013-2016*, la care Biblioteca ULBS a participat cu colecțiile digitale catalogate în acest sistem.



Digital
Library

← → C digital-library.ulbsibiu.ro/dspace/community-list

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 - [Carte stiintifica](#)
 - [Literatura](#)
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 - [Teze de Doctorat \(rezumate\)](#)
- **Biblioteca Digitală a Facultatii de Teologie "Andrei Saguna" din Sibiu**
 - [Revista Teologica \(editata de Mitropolia Ardealului \)](#)
 - [Telegraful Român \(publicatii complete din anii 1868-1879; 1887-1888 \)](#)
 - [Telegraful Român \(Transliterarea apartiilor din ianuarie-aprilie 1853 \)](#)
- **Biblioteca Digitală a ULBS - Sibiu Smart**
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 - [Constantin NOICA](#)
 - [Emil CIORAN](#)
 - [Hermann OBERTH](#)
 - [Ioana POSTELNICU](#)
 - [Lucian BLAGA](#)
 - [Mircea PACURARIU](#)
 - [Octavian GOGA](#)
 - [Onisifor GHIBU](#)
 - [Proiectul Bibliotecii Digitale a ULBS - Sibiu Smart](#)
 - [Radu STANCA](#)
 - [Stefan ORTH](#)
- **Europeana Cloud - Sibiu**
 - [Luceafărul - revistă literară](#)
 - [Sibiu - Hermannstadt - Siebenbürgen, in chronicles and documents](#)
 - **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](#)
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 - [Sibiu - 2007-11 November](#)
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 - [Anuarul Institutului de Cercetari Socio-Umane "Gheorghe Sincai" Tg. Mures](#)
 - [Buletin de ISTORIA PRESEI](#)
 - [Bulletin of the Transilvania University of Brasov](#)
 - [Diacronia](#)
 - [Mitropolia Olteniei, revista Arhiepiscopiei Craiovei](#)
 - [Studia Universitatis "Petru Maior" Targu-Mures](#)
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1570	Dialogo di Messer Benedetto Varchi, Nel qual si ragiona generalmente delle lingue, e in particolare della Toscana, e della Fiorentina.	VARCHI, Benedetto
1767	Schaessburg - Sighisoara	-
1770	Notitia rerum Hungaricarum	PALMA, Francisco Carolo
1790	Der Verfassungszustand der sächsischen Nation in Siebenbürgen, nach ihren verschiedenen Verhältnissen betrachtet und aus bewährten. Urkunden bewiesen	GRÄSER, Daniel
1791	Das Recht des Eigenthums der sächsischen Nation in Siebenbürgen	-
1792	Kurze Geschichte der Provinzial Bürgermeister von Hermannstadt in Siebenbürgen.	SEIVERT, Johann

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2016	Călătorii în bibliotecă - eseuri	GRIGORE, Rodica
2016	Vatra Veche 2016	Romulus GUGA, Redactor sef fondator serie nouă: Vatra 1971; Nicolae BĂCIUT, Redactor sef: Vatra veche 2009

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"Vienna Opera Company", Germania (orchestra simfonica)
1841
Abbaye (fotograf)
ACKNER, Michael J.
Adrian Bugariu (fotograf)
ADV Communication (organizator)
Aktion Theater Pan.Optikum Freiburg (ansamblu artistic)
Alexandru Nica, Mihaela (scenarist)
Alexandru Nica, Radu (regizor)
Alexandru Nica, Radu (scenarist)
Ambasada Austriei la Bucuresti (organizator)
Ambasada Finlandei la Bucuresti (organizator)
Ambasada Frantei (organizator)
Ambasada Italiei la Bucuresti (organizator)
Ambasada Republicii Cuba la Bucuresti (organizator)
Ambasada Republicii Ungaria la Bucuresti (organizator)
Ambient SA (organizator)
Andreiu Barone de Saguna
Ansamblul Hyperion (organizator)

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Universitatea "Lucian Blaga" din Sibiu

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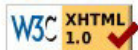
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