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SLG Conference 2016

I was fortunate enough to be able to attend the SLG Conference in Derby with the financial aid of a grant awarded to me by the CILIP East of England Members Group. The experience proved to be jam packed with informative speakers, amusing and spirited authors, knowledgeable trainers, publishers and exhibitors as well as the most dedicated and passionate delegation of school librarians. Not to mention the engaging Bard players and the generous amounts of food provided!

The event kicked off on Friday evening for the early arrivals with a performance of “Sonnet sphere” from the Derby Shakespeare Theatre Company and a few scenes from Hamlet by the students involved in the Shakespeare Schools Festival. This led onto an excellent ice-breaking activity where we amused each other by donning outfits from the theatre company’s wardrobe and having our photographs taken as various Shakespearean characters.

On Saturday morning after a welcome from Sue Shaper, Chair of School Libraries Group, and a plea for everyone to tweet as much as possible throughout the weekend, the Conference proper got under way with CILIP Chief Executive Nick Poole telling us about “A Vision for CILIP.” Nick outlined the need to secure the future of the library and information profession and how a strategic plan has been developed with three main points; to celebrate and reinforce people, to organise a challenge to any risk of closure and to keep moving forward and adapting. The goal for the vision is to put information and library skills at the heart of an equal, democratic and prosperous society which supports CILIP’s Royal Charter. Nick went on to say that the relevance of this to a group of school librarians is that the first step to building library users and advocates is access to quality school libraries. More details of the strategic plan can be found at <http://www.cilip.org.uk/about/projects-reviews/strategic-plan-2016-2020>

We then had the pleasure of listening to Professor Maria Nikolayeva who is a Professor of Education at the University of Cambridge UK. The theme of the professor’s talk was “Reading for Learning” and she shared with us her research findings that reading fiction improves cognitive, emotional and social skills as well as developing empathy in children. The brain responds to a story in the same way as if the child reader were actually experiencing the situation, this is due to mirror neurons in the brain being stimulated by the language or description of the story. This stimulation has been shown to be more effective when reading fiction as opposed to a textbook. The child reader develops their empathetic capability in a safe mode and can identify with each character’s emotion even if they don’t like them. The research has also shown that discussion after reading can develop cognitive skills further and that reading fiction equals real life experience. Such research is surely a validation of why future generations need continued access to libraries and librarians throughout their lives.

The afternoon speaker was David Didau a well-known education consultant, trainer and author. I was aware of David’s blog, The Learning Spy, which has won a number of awards, so I was very interested to hear him speak. The talk was titled “What if everything you knew about education was wrong?” David told us that certainty of our knowledge stops us from testing it - ignorance is that which makes us think and explore. As Librarians we think we know why reading is beneficial but we must question whether that certainty is right for every child. Reading is a very complicated process and more regions of the brain are utilised when we read than when we do



anything else. This process can be difficult for a child to grasp but there is no proven correlation between being able to decode sentences and intelligence. A child may not enjoy reading for various reasons one of which may be their reading fluency. A normal reading speed is three hundred words per minute, if this drops below 200 wpm a child's comprehension and enjoyment falls considerably. David went on to suggest that we need to establish reading as a social norm, to show that it's cool to be smart and that every book will teach us something. A student who is made to read for twenty minutes every school day will look at 1,800,000 words over a school year, even a student who only reads for one minute per school day will see 8,000 words. I was very pleased to hear that children can also benefit from being read to if they do not enjoy reading themselves and although being read to doesn't appear very productive there is no such thing as passive learning. David's presentation can be found at <http://www.cilip.org.uk/school-libraries-group/conference-2016-read-all-about-it-impact-reading-learning>

Throughout the two days we had the opportunity to attend several different seminars, the highlight of which for me was on the practical side. I opted for a whistle stop 45minute workshop on Creative Display by Pauline Carr from The Alternative Display Company. One of my many roles at school is promoting the Library through the medium of display and I learned many new techniques during this seminar, the most important one was to be bold, but also to recycle anything and everything - cardboard boxes into 3D book holders or black bin bags into backing material or how clear cellophane catches the light to look like a waterfall or carpet roles transformed into Elizabethan Ladies. I was excited to try out some of the new ideas back at school.

After dinner we were treated to a celebration of the CILIP Carnegie & Kate Greenaway Awards and an enlightening talk from Rowena Seabrook, who is the Human Rights Education Manager for Amnesty International. Rowena spoke about how fiction has helped people to cope with many terrible injustices and incarcerations around the world, and how reading and writing stories give oppressed people hope and joy in their times of need. This speaker made me want to try harder to persuade my own son as well as my students to read more diverse fiction. Then the wonderful Tanya Landman, winner of the 2015 Carnegie Prize, read to us not from her winning novel but from her fairy tale story called "Mary's Penny." The Kate Greenaway winner of 2015 is William Grill and he has used illustrations, in the beautiful "Shackleton's Journey," instead of text to illicit the emotional connection from students who are not good readers.

*Angela Ludlow
Library Assistant
The Broxbourne School*

Angela has worked as a Library Assistant in a successful Secondary School for six years following previous employment in customer service roles.

Spacefinder: Find the right space for YOU

The Spacefinder service helps students find their ideal study spaces in Cambridge. It is a multi-platform website that lists University of Cambridge libraries and distinct individual study areas within these, along with other potential workspaces both in and outside of the University system. These include local bars and cafes, University rooms such as the lounge of the Graduates' Union, and public libraries in the Cambridge area.

The concept for Spacefinder grew out of ethnographic research conducted with students as part of the Futurelib Innovation Programme, which is funded by Cambridge University Library. A hundred and sixty-two Cambridge students (mostly undergraduates) took part in diary studies, in-depth interviews and shorter ad-hoc interviews during this research. It was revealed that students were not aware of the working spaces that were available to them, both in the University and in the city as a whole. Some preferred working alone in libraries, but were unaware of the amount of choice they had regarding which libraries they could use. Others were seen conducting group working activities and working together with friends in areas of colleges that were not fit for purpose, without knowing that a workspace existed nearby which was



perfect for that type of activity.

After conducting collaborative design workshops with students at the University, Futurelib working with design partner Modern Human, produced some initial wireframe prototypes for Spacefinder. The prototypes were then demonstrated and tested with more student users. These students were intentionally not told what the service was meant to do before arriving at the testing sessions, and were also unaware that the service had been designed for them as part of a University Library research programme. Responses at this early stage were extremely positive:

- “I spent half the day yesterday trying to find somewhere to work. This is exactly what I needed.”
- “We’re finalists – would have loved to have had this while we were here.”
- “I don’t know what libraries I can access, so this would help.”
- “I like to work in cafes really, not libraries, so it would be good for finding those spaces”

The success of the Futurelib Programme relies heavily on the participation of volunteer staff from across the Cambridge library network. In the case of Spacefinder the next step was for a dedicated project team made up of library staff to gather data and photographs on and from as many library and non-library study spaces across the city as possible. The vision was that if a student could potentially access a space in which to work in Cambridge, they would be able to find it using Spacefinder.

At the same time Modern Human software developers were working on turning the initial wireframe prototype into more robust software suitable for release to the wider student community. Spacefinder would end up being built using responsive web design, meaning that the service would display differently on mobile phones, tablets and desktop PCs in order to maximise the user experience. Filters were put in place to allow users to search for a space by entering their intended activity, their ideal noise level, and also to search using filters for facilities such as wifi, individual study areas, wheelchair access, and so on. These filters have been



recently added for the release of Spacefinder “Version 2” due to suggestions from both users and library staff. Now included as options with which users can search are facilities and features such as gender neutral toilets, bike racks, baby changing facilities and prayer rooms.

Spacefinder has been extremely well received by students across Cambridge, and seems to have made an impression outside of the University as well. International visits account for 14% of the website’s traffic, which suggests a high level of interest in the service and the Futurelib Programme from libraries and institutions across the world. Even celebrity gameshow hosts have found it useful! A conversation on Twitter between Richard Osman, host of TV gameshow Pointless and a Cambridge postdoc:

- “Does anyone know of a good room in Cambridge for two people to do a bit of writing in tomorrow? Maybe in a college or university building?” (Richard Osman (@richardosman))
- “@richardosman spacefinder.lib.cam.ac.uk a great list of different places to work/read etc.” (David Bosworth (@davebosworth))

Usage statistics gathered through Google Analytics show that the service has been used frequently throughout the first 8 months of its existence. There have now been over 13,000 sessions since the launch of Spacefinder in October 2015. After the initial popularity (due partly to the fact that it was a new service with a lot of initial promotion, and also to the fact that during Michaelmas Term a host of new Cambridge students needed to find places to study) usage decreased, but recently in April 2016 Spacefinder came into its own again, with 2,291 sessions during the month. The need for the service will come and go at points during the academic year, but it does seem to have filled a real gap in the student experience of libraries in Cambridge, and we hope enhanced people’s lives at the University in a wider sense. At its heart Spacefinder promotes the unique and enviable variety of library spaces, collections and services at the University of Cambridge.

The full Spacefinder report focuses on the journey from the ethnographic research that led to its conception, to the service itself, its development and reception. It also includes detailed usage

figures.

<http://bit.ly/spacefinderreport>

Spacefinder can be accessed here:

Spacefinder.lib.cam.ac.uk



Following a career in retail management I made the conscious decision to “start again” in libraries a few years back. This led to me working in a number of roles as part of the Cambridge University Library Reader Services Division between 2013 and early 2016. Between October 2014 and January 2016 you would have found me working with the fantastically talented and motivated team at the Reader Services Desk in the main University Library building. I was seconded from this role to work for the CUL Futurelib Programme, initially on the Protolib project (<http://bit.ly/protolibreport>).

I now work full time for the Programme as Project Co-ordinator, which involves co-ordinating multiple ongoing Futurelib projects including the Spacefinder service (<https://spacefinder.lib.cam.ac.uk>), and our recent ethnographic research study “Snapshot”.

David Marshall

Project Co-ordinator

Futurelib Programme

www.lib.cam.ac.uk/futurelib

futurelib.wordpress.com

@futurelib



“Snapshot”: A Futurelib study

Snapshot is a Futurelib ‘cultural probe’ study currently being conducted with PhD students and early career researchers at the University of Cambridge. Cultural probes are designed to find out more about specific user groups and communities, with the aim of informing the design of products and services. They typically feature a ‘probe kit’ or ‘probing kit’ with tasks and activities for participants to complete. These techniques allow for an ethnographic approach to research which is often the closest we can get to following our users home. The first cultural probes were used by commercial design companies but they have since been used to great effect in both private and public sector organisations.

The Futurelib Snapshot cultural probe study was designed to explore the research and information behaviours and lifestyles of PhD students and postdoc researchers at the University. Although short, the study has been incredibly in-depth. Participants completed a 2 week diary focusing on their research and information behaviour. Along the way they also completed various tasks including a photo study (documenting things such as their most indispensable study tool and their impressions/experiences of failure and success) and a cognitive mapping exercise asking them to ‘map’ their experience of conducting research at the University. Cognitive mapping is a timed exercise where users are asked to complete a map of their experiences of an issue in two minute stages with different coloured pens. This is done with the intention to evoke unadulterated natural reactions and to highlight which aspects of the issue under study are most important to the user.

All of the Snapshot participants were interviewed after the diary and tasks had been completed, which allowed us to further explore their needs, opinions and behaviours. We have been

analysing and exploring the findings of the research over the past few weeks. It has highlighted ways in which libraries could support inter-disciplinary contact between researchers at the University, which was seen by many participants to be an incredibly important part of life in Cambridge and yet not established or embedded enough in the University's practices. It has revealed a huge amount to us about information seeking behaviours, including an increased adoption of Google Books by research students and staff as a first port of call for both finding and evaluating the suitability of information. The study has brought to our attention specific concerns about research work patterns and lifestyles and the important role Cambridge libraries play in these for many members of the University, particularly PhD students and postdoc researchers in the Humanities and Social Sciences who have no permanent office or desk space.

The study has been a fantastic opportunity to learn more about user groups which can sometimes be under represented. We are very happy to have had participants across the disciplines, with Zoology, Chemistry and Education represented alongside the Humanities subjects. Importantly the study has validated a personal, analogue approach to research; the tangible nature of a physical diary, and the personal connections made have both added to the depth of information we have gathered about current Cambridge research behaviour.

Our initial analysis of the data has already suggested areas for further research for the Futurelib Programme, as well as tangible physical and digital services which could be trialled and if



successful fully implemented in the Cambridge library system. We will be publishing a finding report, complete with suggestions for service design and the re-evaluation of existing services. When available you will be able to see the report at the link below, along with those that have already been produced as a result of previous Futurelib research.

www.lib.cam.ac.uk/futurelib

David Marshall

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Presenting at LILAC

In April 2015, library colleagues and myself were lucky enough to be selected to present our paper, on “Peer Supported Learning: Development of Teaching Skills – A Cambridge Collaboration” in the IL and Employability strand of the Librarians’ Information Literacy Annual Conference, (LILAC) in Newcastle.

I was both delighted and shocked that our paper was selected; after all I’d filled in the “call for papers” form with trepidation, wondering if it would be good enough to go alongside papers by the information literacy heavyweights that we know and love.



After being accepted, all we had to do was write our presentation, design the PowerPoint and stand up and deliver the paper. Not a problem I thought, feeling daunted by the prospect! However collaborating with other library colleagues made the experience fun and gave us the opportunity to work together as a team. The presentation came together quickly and with a few tweaks we were all set for LILAC.

Thursday dawned during the conference and it was nearly time for our slot that afternoon. Butterflies came and went as the day progressed and a whirlwind of thoughts ensued, such as, had anyone signed up? What would they think? Would it go ok? Followed quickly by relax, you've presented before. I needn't have worried as the room soon filled up with eager faces waiting to hear what we had to say.

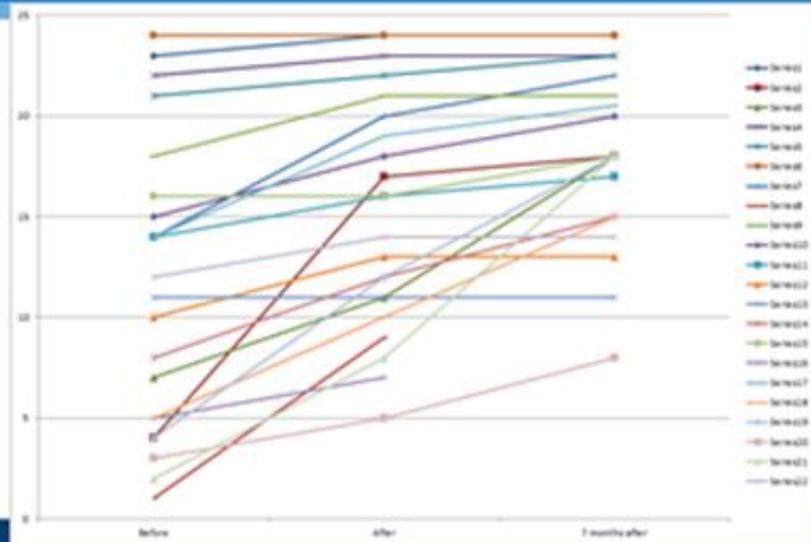
The presentation discussed our development of an in-house course which facilitated sharing underlying teaching theory and demonstrations of best practice, to aid the delivery of information literacy sessions. Teaching is increasingly becoming part of the librarian's role and teaching courses, like ours could help improve employability and professional relevance.

I explained that the programme team felt it important that the course contained a practical element, so that participants could use it to gain confidence, practice, explore and incorporate new ideas into their Information Literacy sessions before the start of the academic year. To achieve this, participants were asked to give a 15 minute nano-teach and received constructive criticism from the other participants, which provided valuable feedback about their session in a safe environment. I also stated that the course used reflective practice so that participants could evaluate their own performance and make changes where necessary themselves.

In order to gauge the success of the course, we measured the confidence of the participants throughout; before the start, after the nano-teach and 7 months later, after their teaching sessions during term-time.

How we measured impact

Self-rating of confidence:
Pre, Post and 7 months
later



Most importantly our findings demonstrated an improvement in confidence where participants had started with low or no confidence. Where people had little or no improvement in confidence after the 7 months, it was mainly due to a lack of opportunity to practice and there's only so much a course can do, after all.

Changes in confidence level: summary

If you started with **high confidence**, you stayed confident

4.6% average improvement from start to 7 months later

If you started with **middling confidence**, your confidence improved

26% average improvement from start to 7 months later

If you started with **low confidence**, your confidence improved massively

328% average improvement from start to 7 months later



One of the participant's comments from the presentation stated, "every time I have to teach/present, I remember about the course (especially the nano-teach session) and I say to myself: "I can do it - and do it properly! This definitely showed a long-term increase in confidence.

Feedback on Twitter after the presentation showed that people certainly enjoyed it and found it interesting, which was a huge relief.

Amazing improvement in confidence for those with low confidence from Cambridge librarians following their teaching course [#lilac15](#)

Peer supported development of teaching - a great way to share best practice, get constructive feedback and refine your skills! [#lilac15](#)

Time for coming together and talk - so important to help confidence of newbie teacher's [#lilac15](#)

[#lilac15](#) Cambridge librarians self-evaluate confidence levels as teachers by nano teaching to

peers and mapping confidence on string

Giving a presentation on a programme you've created does allow you to be safe in the knowledge that you're familiar with it and confident that you know the material. However nothing quite prepares you for the questions people ask at the end.

I would urge those of you who are thinking about submitting papers to conferences, to have a go, as it was a great experience and not nearly as daunting as I first thought. This year, 2016, the Information Literacy Group provided excellent webinars: <http://www.informationliteracy.org.uk/category/webinars/>, to support conference speakers, such as, "How to write a good conference presentation" and "How to write and deliver a good workshop". I would have found these invaluable the previous year and will use them for the next conference presentation, if there is one!

Huge thanks must go to the CILIP East Small Grant Fund, which helped me fund the conference costs.

The presentation itself can be seen on the Lilac website:
http://www.slideshare.net/infolit_group/lilac-2015-presentation-preest-kuhn-reid-6-4-2015-kp-edited

*Kirstie Preest
Librarian
Murray Edwards College
Cambridge*

Branch announcements, events and news

ARLG Eastern visit to the English Heritage archive: Archaeological Collections Store (Wrest Park, EH East)

Friday 29th July, starting at 10.00 (60-90 minutes for visit, plus optional add-ons)

Archaeological Collections Store, Wrest Park, Silsoe, Bedfordshire, MK45 4HR

Directions: <http://www.english-heritage.org.uk/visit/places/wrest-park/directions>

The nearest train station is Flitwick.

The visit is limited to 25 places. Cost: £5 per person (plus any options).

Visit to the Archaeological Collections Store for English Heritage (East) and go behind the scenes with the Collections Archivist. The visit will include a guided tour of the archaeological collections store (led by an EH volunteer) and a discussion (with one of the onsite archivists) about curating the collection, supporting researchers, managing volunteers and other issues.

There is a café and picnic area at Wrest Park. If you would like to extend your visit, join us on the following options (additional £3 per person plus entry price to Wrest Park – free to English Heritage members)

- Wallpaper Room Tour (allow 30 minutes)
- Guided Garden Tour (allow 2 hours, golf buggy provided)

Please note: the ARLG visit to the Archaeological Collections Store does not include access to the house and park (access to those is free for English Heritage members or £9.80 without EH)



membership (see EH website for concessions information)).

Booking and further details at

<http://www.cilip.org.uk/academic-research-libraries-group/events/arlgeastern-visit-english-heritage-archive-archaeological-collections-store/>

Hilary Johnson

Web Editor, ARLG Eastern

E-Bulletin

If you are not receiving the East Member Network's eBulletin please email us to be added to the mailing list cilipeast@gmail.com

If you do happen to get them, tell us what you think of our new style ebulletin. You may notice that we are trialling a more minimalist style and we would love to hear what you think.

Tell us by posting a comment on our blog (<http://bit.ly/12wYiEC>), tweeting us @cilipeoe using #cilipeast or email us at cilipeast@gmail.com.



**Save the date: CILIP East of England, Joint Professional Registration
Course / Mentor Exchange of Experience plus CILIP Membership
Model Focus Group**

Date: Thursday 15th September

Time: 2pm - 5pm

Place: [Peterborough Central Library, Broadway, Peterborough PE1 1RX](#)

Peterborough Central Library is accessible by train, bus and car. The train station is approximately a 10 minute walk from the Library. Car parking spaces can be found in the Queensgate Shopping Centre. Disabled car parking can be found in Fitzwilliam Street, adjacent to the library.

Portfolio Building Course

If you are thinking about or currently working towards any level of Professional Registration this workshop is for you. This interactive workshop will give you a chance to learn about the process of completing a portfolio, the types of evidence you can include and tips on reflective writing. You will also be able to meet other candidates which can be a valuable way to motivate yourself.

Mentor Exchange of Experience

Are you a mentor or considering becoming one? Come along to our Mentor Exchange of Experience Event. This session will explain the role of the mentor and Mentor Support Officer, give you a chance to practice your skills by evaluating a fake portfolio and provide a chance to



share tips and ask questions. The events will run in parallel, coming together at breaks and for a session at the end of the day.

There will also be an opportunity to take part in a focus group with a CILIP representative to discuss the new proposed membership model. This session is optional and will run after the end of the workshop. Further details of the membership model can be found [here](#).

Details and a booking form can be found here: <http://bit.ly/CILIPEast2016>

Membership 2018 Focus Group – Peterborough Central Library, 15th September, 5-6pm.

CILIP has recently announced a new membership model for 2018. As part of the process for shaping the proposals further, focus groups are being run in various regions (and online) in order to get detailed member feedback. We will be running one at Peterborough Central Library, Thursday 15 September 2016, between 17.00-18.00. It will last between 45-60 minutes. The focus groups will examine some of the headline results from the survey and give members the opportunity to discuss some of the finer aspects of the proposed offer. To attend, please book via the online booking form <http://goo.gl/forms/xMPxrfZU5g5TPCPq2>. Places will be limited to 10. Further details about the event will be sent nearer the time.

You can learn more about the campaign at <http://cilip.org.uk/about/projects-reviews/cilip-membership-2018-fit-future> where you can also fill out a survey. All members are encouraged to submit a response to the survey, but if you would like to discuss the proposals further, please make use of this opportunity.