



	Contents	Editorial
p. 1	Editorial	<p>According to a BBC news report that came out earlier in March this year, the last 6 years have seen the closure of 343 public libraries (207 of them based in buildings) in the UK. It stated that a further 111 closures are planned. Against this dire background of dwindling number of libraries Leo Appleton has been doing research on the impact and value of public libraries. He reports on his initial findings.</p> <p>Hilary Johnson has a write-up on a CILIP visit to Wrest Park where she was treated to an excellent overview of how artefacts are preserved and recorded in the Archaeological Collections Store. David Marshall talks about the Tracker project, which incorporates eye tracking and digital diary studies. Readers are asked to wear special eye tracking glasses to provide insights to how users navigate libraries. Data are still being analysed but useful findings have begun to emerge - some readers find classmarks quite baffling!</p> <p>As this tumultuous year draws to a close we wish all of you a restful Christmas and all good wishes for the new year.</p> <p>If you are interested in writing for Sunrise please contact Mary Kattuman via the Members' Network email address: cilipeast@gmail.com.</p> <p>Mary Kattuman Sunrise editor Next issue: March 2017</p>
p.2	Report on initial findings into the impact and value of public libraries on citizenship development - Leo Appleton	
p.8	CILIP visit to Wrest Park - Hilary Johnson	
p.9	“Tracker” project examines the way in which Cambridge University students navigate libraries - David Marshall	
p.11	Branch announcements, events and news	

CILIP EAST Committee 2016

Chair: Annie Gleeson

Vice Chair: Vacant

Secretary: Sophie Connor

Treasurer: Jo Harcus

Candidate Support Officer: Claire Sewell

New Professionals Support Officer: Laura Moss

Mentor Support Officer: Kirstie Preest

Social Media Co-ordinator: Colleen Fitzgerald

Sunrise Editors: Mary Kattuman

Web Editor and E-bulletins Editor: Lyndsey Goddard

Committee Members: Josephine Bailey, Piotr (Peter) Czosnyka, Veronique Péré-West, Matt Carl

Special Interest Groups Liaison Officer: Chris Barker

Blog: communities.cilip.org.uk/blogs/eoe **Email:** cilipeast@gmail.com **Twitter:** [@cilipeoe](https://twitter.com/cilipeoe)

Report on initial research findings into the impact and value of public libraries on citizenship development

I am a librarian, based in Essex, working in London and studying a PhD in Edinburgh. It is in this latter role that I have been lucky enough to have received a bursary from Cilip East to assist me with my studies. I am a part time distance researcher based at the Centre for Social Informatics at Edinburgh Napier University, supervised by Professors Hazel Hall, Alistair Duff and Robert Raeside. My research is on the value and impact of public libraries on citizenship development

in the UK and I am three years into a five year study.

Research approach

In order to study value and impact of a library it is important to identify what the intended outcomes of providing that library service are. In case the public libraries social capital can be regarded as an example of a positive societal output. Indeed, other forms of capital are generated and exchanged within the public library setting and these include knowledge, intellectual, transactional and human capital. All of these outputs can be the result of the library effectively achieving its social outcomes. The value of the public library service and the impact that it has on the citizenry that uses it can therefore be measured and demonstrated through identifying such social wellbeing and citizenship development outcomes and determining whether active usage of the public library services has afforded these. With this in mind, and as a result of an initial thorough literature review, my two broad research questions are:

- To what extent is an individual's position advantaged or disadvantaged as a result of using public libraries?
- What is the impact of using a public library service on individual and community citizenship?

One way to test how to answer these questions is to talk to library users and ask them about how their library usage benefits them and has an impact on their development as active citizens

Method

The empirical study uses longitudinal, cohort based focus groups over a two year period focusing on subjects in eight distinct UK areas: Liverpool, Newcastle, Edinburgh, Lincoln, Essex (Chelmsford), Devon (Tiverton) and two London boroughs (Redbridge and Sutton). The first round of focus groups have been conducted and initial findings have been analysed and reported upon and I am in the middle of conducting the second round, which involves re-convening each group with as many of the original participants as possible. This is in itself is quite a different research methodology, and at times difficult to organise, but I can already see the benefit of this approach as I pick up focus group discussions with a group I already know and the members of which are already familiar with each other. It presents a very comfortable and safe environment for participants to share their library stories in. The initial focus groups introduced participants to three general thematic areas: Feelings and Attitudes towards the public library; Who are libraries for?; Citizenship and the public library.

Through questioning participants around these areas, the findings of the first round of focus

groups surfaced three main themes, those of knowledge, access and inclusion and I am using the second round of focus groups to pick up on these further and investigate individual and community development and citizenship under these themes:

Focus group findings – Round one general initial analysis

There are 53 participants across the eight library focus groups. As active library users they are naturally very enthusiastic and appreciative of the services provided to them, but equally, in some instances, frustrated to see the lack of funding and resources being made available for libraries, and angry about the subsequent cutbacks in many local authorities as negatively effecting the scope and function of the public library service. Having said this, my intention was always to use proactive library users to try to get to the heart of how people and communities are advantaged through having and using a public library service. Generally, all the participants agreed that the library benefits them very much and some of the broad comments made are quite sensational and very emotive. For example, one of the participants of the Liverpool focus group, a retired professor originally from India, who had spent much of his working life there, regards the library and libraries (from his experiences in the UK) as “Temples of knowledge” and “necessary to keep me alive”.

Another of the Liverpool participants remarked;

“When I come in, I have a dead positive vibe, when I walk through the doors straight away, ‘cos I know that I only need to spend fifteen minutes in here, and I’ll have lost myself in a book.... You don’t care what’s going on!”

Such comments illustrate how fundamentally important the library service is for individuals and the significance that it has on their lifestyles and abilities to live within society and their communities. Throughout the discussions the participants often referred to the rich nature of the books and resources in the library as being significant as well as how welcoming, friendly and inclusive the library is.

Knowledge

Knowledge and information, through the provision of print and electronic resources are regarded as one of the primary functions of the public library service. Acceptance and use of electronic information resources varies between the focus group libraries and many users understand and appreciate the need, flexibility and accessibility of electronic information. However, all the focus groups unanimously regarded as the provision of print as more important than the provision of electronic media, with many users still uncomfortable with using electronic resources and

untrusting of the information contained within them. Several users said that it was the provision of print information and knowledge which made the library stand out and that electronic information was available anywhere (especially at home)

The ability to consult multiple printed resources for validation of facts was cited as important as was accessibility to community information (in printed format) and foreign language materials for citizens whose first language is not English. Government and political information is regarded as being more accessible when it is made available in print and some users found electronic access to this intimidating and undemocratic (in terms of access). Initial observations suggest that one of the 'stand out' features of a modern library, in today's digital society, is its print collections:

"An awful lot of the information that is digital might not be very trustworthy. There is a lot of very damaging rubbish on the Internet. I trust printed evidence more and find it easier to consult more than one source." (Tiverton participant)

Continuing the discussion around 'knowledge', many focus group participants felt that one of the epistemic functions of the library was that of education and that the mass of printed knowledge and information available to all those of who make use of libraries (at all ages) is fundamental in achieving this mission. The focus groups all agreed that the knowledge available to them through the library is extremely important and empowering:

"...handling all those really old manuscripts and books,...it's knowledge, just a body of knowledge. And knowledge is power I believe. Knowledge is power!" (Sutton participant)

This concept of 'knowledge as power' becomes even more important when the participants were asked to consider the use of libraries in a citizenship context. When asked to reflect on what they regarded as citizenship, the participants responded with concepts such as 'participation', 'involvement', 'knowledge and understanding of community, heritage and culture, understanding one's obligations to society and how to contribute to society', 'social conscience'.

Access and inclusivity

Access and inclusivity also feature as key themes throughout the focus group discussions. Participants talked about the library helping to establish a sense of community and society and about the library being very much a part of this, indeed enabling individuals to be part of the community and society.

Similarly the participants were all quite clear about the fact that the library provided services for 'everyone' and that it is an inclusive institution. The individual members of the focus group all

had quite different stories to tell about how they themselves had felt included within the library and subsequently part of a wider inclusive community.

“Libraries are for everyone across the board. You can widen your life by using the library.”
(Tiverton participant)

“I get a sense of belonging at the library. That’s what I like about it” (Redbridge participant)

These comments illustrate the typical feelings of the focus groups, that public libraries are all inclusive and make people feel at home. The welcoming atmosphere of the library is a recurring theme and certainly for all those active users who participated, was a factor in how they themselves felt comfortable using the library and being in the library, regardless of the purpose for which they were accessing it.

The availability of all that the library offers is regarded by focus group participants as all important and what makes the public library service reliable and available to everyone. Access and availability of library resources and facilities were often cited as being part of the democratic mission of libraries. This includes long and extensive opening hours as well as the appreciation of library authorities having multiple sites and branches which make access and availability even more achievable. The focus groups participants who were county council library users (i.e. Essex, Devon, Lincolnshire) all spoke very positively and proudly of their mobile library services and how they allowed for remote and rural library users to have equal access to information and services. Similarly, all those users who had experience of helping with taking library services to those with mobility difficulties or were housebound acknowledged that the public library, even with its current staffing restraints, always endeavours to be as accessible as possible to its widest reaching communities.

“There is SEERG – South East Edinburgh Reading Group. Older people who live on their own are brought into the library in a minibus so that they can make use of the services. It’s a trip out.”
(Edinburgh participant)

“I think the mobile library is marvellous as it takes library services into the community. The outreach programmes are invaluable” (Chelmsford participant)

In all the focus groups access is spoken about in reference to not only information but to facilities and spaces as well as IT and computing facilities and to community group activities. Similarly, in all the focus groups, the support provided by library staff was acknowledged as enabling access to all that is in and takes place in the library. Effectively the library could not function or achieve its outcomes without the value added to it from the library staff

“Computers mean that everyone has access. The staff will always show you how to do stuff. You

don't need to book onto a course to set up an email account. They will just show you.”
(Newcastle participant)

Next steps

I have provided an extremely brief overview of my research so far in the paragraphs above. I have coded and analysed the data which has come from the first round of focus groups and the broad thematic areas discussed here can be broken down into several sub-themes including: access to space; digital inclusion; inclusivity around characteristics such as age, social class, language/culture, vulnerable adults, etc.; exchange of intellectual and knowledge capital; exchange of social and transactional capital; support from library staff. The second round of focus groups has allowed me to expand my investigation around these areas and to focus on citizenship within the Information Society. There is a lot of work ahead of me, but being able to surface the compelling stories that evidence the public library's fundamental role of developing and supporting citizenship is very exciting.

Running focus groups all around the country does come at some cost, so I am very grateful to Cilip East for awarding me the bursary, which has really helped in meeting some of these costs. I look forward to writing up my findings properly over the next two years (after the third round of focus groups), but hopefully I will be able to publish along the way and keep Cilip East readers up to date with developments.

Leo Appleton,

Library Services, University of the Arts, London

PhD student, Edinburgh Napier University

CILIP visit to Wrest Park

On an alternately sunny and soggy Friday in July, members of ARLG East visited Wrest Park at Silsoe in Bedfordshire. Wrest Park is an English Heritage property, mainly famed for its beautiful gardens and parkland (and, yes, Capability Brown had a hand in the design – like seemingly everywhere in this anniversary year!) However, we were there for a special tour of the Archaeological Collections Store. English Heritage has five stores but Wrest Park has a third of their whole archaeological collection. There are three vast rooms, the largest containing over 150,000 objects alone.

Rose Arkle, archivist for the collection, gave the group an excellent overview of the techniques and challenges for recording and preserving everything from huge steel girders to rare goblet stems ('bulk' and 'small' finds in archaeology). Every artefact is carefully cleaned (dry brush and vacuum) and catalogued (using CiFA and English Heritage standards), added to the database and barcoded (this is never stuck to the object). It's location is recorded by barcode on its storage pallet. The pallets are additionally labelled with a QR code and the weight. This is Rose's first professional post after her MA at the University of Brighton and she got her fork lift licence before she took her driving test.

The work of the archive is supported by volunteers who help identify and classify shards of pottery or painstakingly carve moulds out of specialist foam. (Professionally cut foam could cost £500 so a volunteer who is good with a craft knife makes a valuable contribution!) Four new volunteers joined our tour to learn about the history and future of the store and examine 'finds' from the excavation of detritus used to fill the Jewel Tower's moat: an insight into life at Westminster in the late 17th-century.

Rose also introduced us to the amazing Architectural Studies Collection which has its origins in a survey of 18th and 19th historic buildings of London, including painstakingly preserved early examples of machine-made wallpaper and the impressive Bell Jacks from Columbia Market. You can spot the Bell Jacks at the start of BBC Look East's 2014 visit to the collection:

<http://www.bbc.co.uk/news/uk-england-beds-bucks-herts-27219384>). Tours for the general public are held on the first Monday of every month (except during the winter): it is well worth the trip.

Hilary Johnson,
Digital Resources Manager,
University of Bedfordshire

“Tracker” project examines the way in which Cambridge University students navigate libraries

Cambridge University Library’s Futurelib Innovation Programme’s new Tracker project is looking into the ways in which Cambridge students find their way around libraries, as well as around the University as a whole. Digital diary studies are currently being conducted with students, in which they log their day to day activity by uploading photos and videos, as well as text. We hope that this will provide valuable insights into how students arrive at their network of preferred study spaces, with the intention of improving their experience of Cambridge libraries. Alongside this work the project is looking into how students navigate individual library spaces, particularly when they are trying to find books and other physical resources.

A large amount of data has already been captured through the use of special eye tracking glasses, which are able to record very precise movements of the eye. This has allowed us to almost literally see through the eyes of our users, for example when reading classmark labels, scanning shelves for instructional signage or looking around them for assistance. Students and other library users have been given tasks to complete while wearing the glasses, such as finding a book outside of their subject area or locating a printer or light switch. Participants were interviewed about their experiences after completing these tasks, and the eye tracking data was

analysed to find out exactly what they did and what visual assistance they made use of.



[Above: Eye tracking with a student at the main University Library. Photo credit: Andy Priestner]

So far this work has taken place at the main Cambridge University Library, as well as the Chemistry, Physics and Modern and Medieval Languages libraries. Interventions were designed based on the initial findings of the research, and the same eye tracking tasks were repeated with more volunteers. The approach (as always with Futurelib research), was to test, adapt, test, adapt and test again!

The project is also looking into other ways of improving the user experience of Cambridge libraries and simplifying the process of finding books and other resources. We are interested in finding out how best to provide assistance (in the widest sense) at the point of need, with the hope of increasing the confidence of our users and helping them 'succeed' when using our physical spaces and collections. This has involved staff at the main University library approaching library users to offer assistance in the open book stack areas, and recording other information to help build a picture of when and where people are most likely to ask for (or accept) help inside a library building. Prototype paper slips are also being tested with people searching for resources, outlining the order in which classmarks should be used to locate material.

The findings of the research, along with a more in depth account of the research and analysis process will be detailed in the forthcoming findings report.

David Marshall

Project Coordinator

Futurelib Programme

www.lib.cam.ac.uk/futurelib

futurelib.wordpress.com

[@futurelib](#)

Branch announcements, events and news

Visit to the National Museum of Computing, Bletchley Park, Milton Keynes, MK3 6EB

Friday, 25 November 2016, 2 to 5 pm

Booking is essential.

Booking form

<http://www.cilip.org.uk/academic-research-libraries-group/events/visit-national-museum-computing>

The [National Museum of Computing](#) is a museum dedicated to collecting and restoring historic computing systems developed in Britain. The building was the first purpose-built computer centre in the world, hosting six Colossus computers by the end of World War II. Its exhibits look at code-breaking, punch-card machines and the history of the internet. Our visit will include a guided tour and a chance to spend time looking at the unique collection.

There is a charge of £12.50 (for CILIP members or concessions) or £15 (for non-CILIP members). This includes the admission charge and VAT. For details of how to pay, please see the booking form.

This will be an afternoon visit. If you can come early, you may like to visit the renowned Bletchley Park, which shares the site with the NMOC. (Bletchley Park is a separate museum so our booking fee does not include entrance to that facility.)

Getting to the NMOC

The museum is 400m from Bletchley Railway Station. It is also served by a good bus and coach service. For further details and directions see: <http://www.tnmoc.org/visit/getting-here>

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.

Vacancy for newsletter co-editor

We are looking for a co-editor for our Sunrise newsletter. It entails compiling the Sunrise newsletter 3 times a year (March, July, November) ; commissioning articles and event reports; recording news items and upcoming events ; arranging publication of the online newsletter. You

will be expected to attend some committee meetings - either online or in person. If you are interested please do get in touch.

Introduction to Cilip Mentoring: Cilip East of England

Date: Tuesday 31st January 2017

Location: Vivien Stewart Room, Murray Edwards College, Cambridge.

Times: 09:30 – 16:30

A one day workshop provided on behalf of the CILIP East of England Member Network – FREE to members of CILIP.

Non-CILIP Members £50 (inc. VAT) for the morning session on an introduction to mentoring skills OR

Non-CILIP Members £50 (inc. VAT for full day on mentoring skills and CILIP mentoring scheme for people who intend to become a CILIP member

The purpose of this course is to provide participants with a background to mentoring, a basic framework for conducting mentoring both long and short term. The focus of the event is to enable participants to develop effectively as mentors in the context of the CILIP professional development scheme.

Mentor Training is a requisite for becoming a CILIP Mentor and this course is suitable for all CILIP members who have recently registered as CILIP mentors or are thinking of registering. Do come along and find out more about the mentoring scheme.

By the end of the day participants will:

- Have an awareness of the function of mentoring in the CILIP CPD process
- Have had the opportunity to explore and experience mentoring
- Be able to make an assessment of their capability as mentors and identify their development needs in this area

The morning session will focus on generic mentoring skills whilst the afternoon will focus on the CILIP regulations.

Members who have previously attended a course on mentoring skills may attend the afternoon only (14.00-16.30) to join in the elements relating to the CILIP scheme.

Facilitator(s): Carol Brookes and Kirstie Preest

Lunch will be between 13.00-14.00. Participants can either bring a packed lunch or alternatively it will be possible to buy a hot lunch or sandwiches from the college refectory.

Travel and parking information for Murray Edwards College can be found on their website:

<http://www.murrayedwards.cam.ac.uk/about/find-us>



For any further information contact: kp361@cam.ac.uk

To book, please see the following link : <http://bit.ly/1Tselgs>

Save the date - January 28th - January Social and AGM

Our AGM will be combined with a social in Cambridge on Saturday the 28th of January. The venue is still to be confirmed. More details to follow.