

# Scandinavian Library Quarterly



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Theme:  
**LIFELONG LEARNING**

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## Welcome to a brand new 'old' magazine

From 2012 SPLQ has turned into SLQ. Our vision is now to cover all types of libraries in Scandinavia. The users use the library all through life. They don't really care if it is run by the state, the municipality or the university. We think there are many library issues running across the different types of libraries – now we intend to cover them.

Lifelong learning is the theme for this issue. The articles describe different angles on learning throughout life – from cooperations between school and public libraries and online help with homework to new challenges for public libraries when it comes to learning – both for new types of students and the library staff.

Welcome also to our brand new website at [www.slq.nu](http://www.slq.nu). It looks a bit like the old one, but with more functionality and a more up-to-date design.



Rickard Carlsson  
Press- and  
Communication Officer  
Communications Division  
National Library of Sweden

Rickard Carlsson  
Editor in chief  
[Rickard.Carlsson@kb.se](mailto:Rickard.Carlsson@kb.se)



Gunilla Herdenberg

# A brand new magazine

What you have in your hands is the very first issue of a brand new magazine

It is with great pleasure that I write this lead-off editorial in SLQ, a publication for everyone interested in the world of books and libraries. Denmark, Finland, Norway and now Sweden have government agencies that are responsible for coordinating and improving various types of libraries.

Finally we have the opportunity to offer a panoramic view of the trends, perspectives, innovative projects and creative ideas that are emerging from libraries all around Scandinavia.

We can be proud of our governments for their mutual commitment to library services as a cornerstone of the effort to build true knowledge societies.

The governments are dedicated to ensuring that libraries and their offerings will be as accessible as possible, that bureaucracy and territorial thinking will not strangle the flow of information to an inquisitive citizenry.

They understand that libraries are powerful symbols of open forums, of free and equal access to information, knowledge and experience – in other words a prerequisite of true democracy.

Those of us for whom libraries represent both a career and a daily source of inspiration have a great responsibility to translate the political goal of a library system that provides people with exactly what they need no matter where they are in life into a living, breathing reality.

Just recently Sweden joined the other three countries in beginning work on a project aimed at developing a joint approach to strengthening libraries for the benefit of everyone. The National Library of Sweden has been assigned a coordinating role. Our job is to conduct a national overview, as well as to promote cooperation and modernisation.

The particular areas of focus are digital services and systems, LIBRIS (the joint catalogue of Swedish academic and research libraries, as well as a national search service that also includes approximately 20 public libraries), official library statistics, and collaboration with regional libraries to monitor the design and implementation of plans for library services that the local authorities and regions have adopted pursuant to the Swedish Libraries Act.

We welcome the assignment with open arms, convinced that libraries can grow and develop by helping each other – not by identifying the lowest common denominator but by proceeding from a common structure to cultivate excellence in individual areas of speciality.

This first issue of the magazine examines the concept of lifelong learning. More and more people of all ages are studying online – what new demands are being placed on our public library system as a result?

Consider the school libraries, the potential that they represent for modernisation and improvement. What is the best way for public and school libraries to collaborate?

In an age when citizens have a growing need to acquire new and advanced skills throughout their lives, how can support for lifelong learning strengthen our libraries and their fundamental role in promoting social development? We face great challenges and many opportunities, and I am looking forward to a stimulating discussion in the forum that this magazine hopes to provide.

Gunilla Herdenberg  
National Librarian of Sweden

In an age when citizens have a growing need to acquire new and advanced skills throughout their lives, how can support for lifelong learning strengthen our libraries and their fundamental role in promoting social development?

# In the footsteps of a learning organization

The city of Tornio is located on the border of Finland and Sweden, at the northern arch of the Gulf of Bothnia. The city has a population of 22,500 and the number is increasing. The rapid changes happening in the library field sometimes makes your head spin; what things do we need to know to stay on top? The staff must indeed know a lot and constantly learn new things. Having an open-minded attitude towards learning is vitally important.

## Considering tools

As far as strategies are concerned, the activities in Finnish libraries are regulated in many different ways. Municipalities usually have their own strategies that regulate activities. Also, the Ministry of Education and Culture provides documents for regulating the activities in libraries. The latest of these strategies is the *Finnish Public Library Policy 2015*, published in 2009. It states that the greatest challenge on the municipal level is to increase the level of expertise and that a skilled staff is the most important meter in determining the quality of services. In addition to this, the *Quality Recommendation for Public Libraries (2010)*, also published by the Ministry, defines the criteria for a good library, e.g. the development of the staff's expertise as an important and recognized part of management. These issues made me wonder: How do organizations learn? Or more importantly, how do the people in an organization learn to learn? How does an organization become a learning organization, i.e. how do the organization's individuals become lifelong learners?

After some consideration, I came to the conclusion that the Tornio Main Library needs tools to determine the

current level of expertise and their potential expertise. If the staff knows everything they need to know perfectly, there is no need for development (although I have never come across such an organization during the course of my career). In my opinion, the traditional development discussion between management and staff is an insufficient tool for persistently developing internal expertise in the entire organization because usually such discussions concentrate on the individual and the organization as a whole is forgotten.

## In search of expertise

I decided to plan a project which would help to improve the staff's expertise. One important part of the project was to make a survey of the staff's expertise, which would help to determine the level of expertise in the organization. I thought that once I could determine the current level of expertise in our organization it would be easier for me to consider the desired level of expertise for the entire organization, and at the same time create a vision to achieve persistently through various means, e.g. by setting sub-goals each year.

I tried to make the questionnaire as short and clear as possible to enable other libraries to use it. The questionnaire contained the following topics: recognizing the patrons' needs for information, knowledge of contents (e.g. children's non-fiction), skills in carrying out library work (e.g. getting material ready for borrowing), skills in using databases (those used by the library and in the library), command of office software and ability to teach patrons how to use it, basic use of

internet (e.g. creating an email account and showing patrons how to create accounts), use of social media services and instruction for patrons, use of other devices (e.g. scanners) and being able to show patrons how to use them, public appearance, marketing library services (e.g. making brochures), pedagogical skills (e.g. orientation), knowledge on copyright issues and ability to provide related advice, interest in developing activities and following field-related development, and interest in new technology (e.g. e-book reading devices and digitalization).

I made a numerical evaluation scale to allow a comprehensive comparison of the conclusions to use in the future as time series data, for example. To keep it clear and simple, I made the scale short (1–4 where 1 = no skills and 4 = excellent skills). I originally planned to give the questionnaire to the staff to fill out beforehand, but I changed my mind when I realized that the same word can mean a different thing to different people. Instead, I made a short online questionnaire before doing the survey where I resolved the staff's understanding of library work and the needs for expertise in the future to find out whether the staff members had any other perspectives, which I did not consider on my questionnaire form. There were none and therefore I moved on to surveying their expertise, which I did during the annual development discussions.

For me, the discussions were quite rewarding; I received many good tips on areas of development and I also felt I got to know the staff better. One of the discussions lasted more than two hours, so clearly there was much to say.





Päivi Lepoluoto

... a positive attitude towards lifelong learning will come to penetrate into all of the activities we carry out

During the discussions, I explained the items on the questionnaire and survey together with the person being surveyed. I made an Excel chart of each respondent where I wrote the results of the survey and the respondent's personal areas of interest and suggestions for development. I did not give the charts to the respondents; rather, I kept them for myself because in my opinion (Finnish) people tend to dwell upon things they feel they need to improve. I feel people should develop those characteristics that they themselves feel are good because it motivates them more and makes development easier.

**Disclosure of expertise**

I made a summary of all of the results. The staff and I agreed on a day when

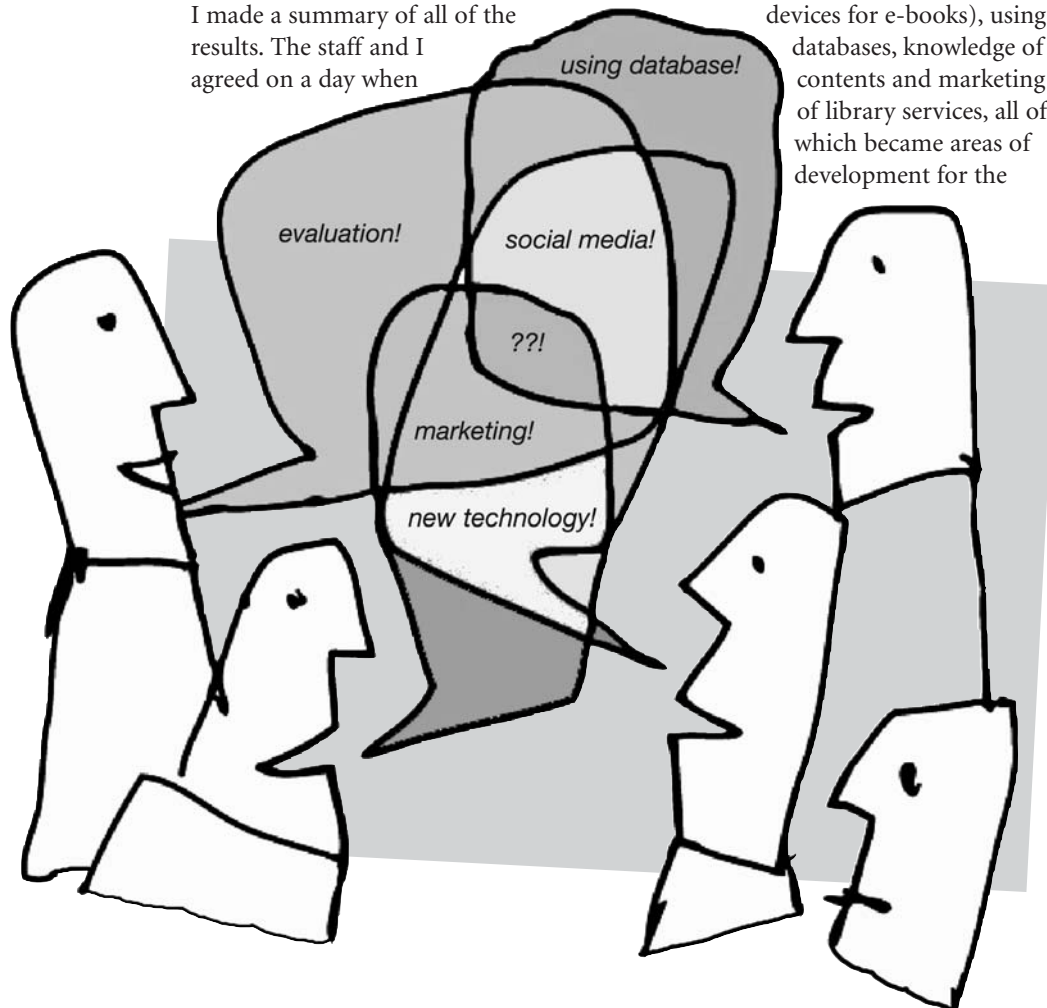
I would present the results of the survey. As I stated earlier, I feel it is easier for people to be motivated towards developing their strengths and therefore I listed only the areas of excellent expertise in the final conclusion of the presentation.

At the same occasion, the staff members received a task to do in pairs: they had to choose a couple of items on the questionnaire that they felt should be improved at work. They also had to think of means to improve the items in question. I summarized their results; five things were left over. They included evaluation of the collection, new computer technology (e.g. reading devices for e-books), using databases, knowledge of contents and marketing of library services, all of which became areas of development for the

entire organization. Since there is no sense in trying to improve all five items at once, I made an online questionnaire where the staff was asked to list the items in order of priority. Use of databases received the most votes, and we will be investing in this area at least through training in spring 2012. I also intend to consider how to maintain the skills acquired during the training.

**Towards lifelong learning and a learning organization**

The survey of expertise provided a basis on which to increase our capital of knowledge, e.g. by participating in training, using mentors and tutors and even through peer learning with people from other libraries. I strongly believe that in the future we will be able to understand our work as something that constantly changes and requires development without feeling anxious or pressured. The rule of thumb is to remember that you do not need to know everything, nor are you able to know everything, but you can and are allowed to develop your expertise as interest arises. I feel that in this way we can become a learning organization, little by little, and that a positive attitude towards lifelong learning will come to penetrate into all of the activities we carry out.



Päivi Lepoluoto  
Library Director  
Tornio City Library  
palvi.lepoluoto@tornio.fi

Translated by Turun Täyskäännös

# How do the public and school library systems work together?

Based on unwavering support by the municipalities, the Swedish public and school library systems can look back on a long history of fruitful collaboration. The libraries often share premises and cooperate to varying degrees, both with and without formal agreements. Statistics for 2010 indicate that 43 per cent of 1,214 Swedish public libraries were integrated with their counterparts in the schools.

The systems have different purposes. According to blogger and school librarian Leif Oxenmyr, “The primary purpose of public libraries is not to serve as an educational resource. As a result, their displays, media collection and furnishings are not quite the same as school libraries. The librarian plays a different role as well. At a public library, you work in the back during some shifts and meet the public during others. At a school library, you are always interacting with users and you are more tied up with classroom activities.”

The two systems follow different policy documents and usually report to different authorities. The staff of some integrated libraries feel that they have insufficient support from the schools. The education system is not as committed to its libraries they would like to see. The *2010 Swedish Education Act* states that “students at compulsory schools, special needs schools, Sami schools, upper secondary schools, and special upper secondary schools must have access to school libraries.” Both the Swedish Schools Inspectorate and Swedish National Agency for Education are working on definitions of the term school library. According to the Inspectorate, a nearby public library is

not good enough – a school library must provide continual learning support.

Some schools have not been allowed to start up because they had not included a library in their plans. Independent schools have contacted public libraries and schools library service centres for advice. Many use the nearest public library instead of setting up one of their own. Sometimes the arrangement actually works quite well – public libraries are anxious to serve everybody. Often, however, resources fall short. Some municipalities coordinate school libraries under the cultural administration.

## Arvidsjaur

The Swedish Teachers Union has named Arvidsjaur (approximately 6,500 residents) the Swedish municipality with the best schools over the past few years. The award does not mention school libraries, but the municipality has a library plan that pinpoints collaboration with the education system as part of a Cultural Curriculum. Arvidsjaur has two integrated public and school libraries. Located in small schools, they are staffed one day a week – on other days, teachers and students can take out books on their own.

The upper secondary school (approximately 400 students) has its own library, which is staffed three days a week, and all three compulsory schools have libraries. A large preschool also has its own library. The public library is in charge of all purchases, maintains the catalogue and visits the compulsory school libraries once a week. The schools pay for premises, purchases of media, computers, licences and the like.

The libraries at the intermediate and lower secondary schools are locked; except for the one day a week that they are staffed, students can borrow books only when a teacher lets them in.

Inger Määkinen divides her time between school and public libraries. The education system pays 50 per cent of her salary as a children’s and school librarian. She feels that the collaborative effort works well but that more commitment on the part of the schools would be helpful, and adds that a meeting was held for all headmasters and teachers. The ball is now squarely in the schools’ court to decide what they want out of their libraries. Everybody is in favour of the libraries, Määkinen says, but there doesn’t seem to be enough energy to get the job done. One item about instruction in how to search information through the Cultural Curriculum was eliminated. The idea now is that teachers will contact the librarian to obtain assistance with various projects.

Classes enjoy showing up at the municipal library. “They are enthusiastic about nearly all the services we have to offer,” Määkinen says. The library stocks many shelves from a depository and makes the books available to the classrooms.

Collaboration with the public library system often provides schools with better access to books in different languages. Arvidsjaur has been a Sami administrative area since 2010 and has a Sami coordinator who helps order books. A small Sami collection is available for borrowing at both the library and the preschool.


 IFLA 2012: *Friends or Foes – Public and School Libraries a Force for Change for Creating Smart Communities*
**Söråker in Timrå Municipality**

Söråker (approximately 2,300 residents) is located in Timrå Municipality. Timrå Library collaborates extensively with the education system. For instance, it arranges appearances by authors at all the schools. Söråker Library is the only branch, integrated with both the Söråker Community Centre and the school.

The Söråker Community Centre Association runs the library based on a tender agreement with the municipality. The staff once consisted of municipal employees, but the Community Centre has managed the library on its own since 2006. The main library takes care of media purchases and databases. “In practice, it functions much like a branch,” Director Eva Holmström says. “As with all other activities at the centre, a group of young people work at the library.”

The library is open from 9 am to 9 pm Monday-Friday. According to Holmström, “You can take out a book whenever the centre is open – seven days a week. Students from preschool to year five can go there in their stocking feet. The lower secondary school is less than a kilometre away. All 13 classes at Söråker School have their own specified times and visit the library once a week to talk about, read and take out books. Starting in year six, they don’t come as

often but we still see them on a regular basis.”

**Katrineholm**

Katrineholm Municipality (approximately 32,500 residents) is a blend of densely and sparsely populated areas. The library plan includes proposals for expanding the school libraries and ensuring that all students have access to the same services.

Library Director Lars Nelde wrote on his blog in 2009 that the school libraries vary greatly in terms of premises, digital offerings, range of media and integration in school activities. The sparsely populated areas have integrated libraries; the inner city libraries, which are run by the education administration, have no professionally trained staff.

Nelde says that the new Education Act spurred many encouraging changes in Katrineholm during 2011. In collaboration with a school director, he put together a school library proposal that was approved in 2012. The goal is to have a trained librarian at every school. The idea is that the public library shall be responsible for providing school librarians and that the school appoint one teacher as a library specialist.

**The role of headmasters**

Research indicates that headmasters play an important role in ensuring the success of school libraries. Linköping’s

Child and Adolescent Director Lars Rejdnell, who previously built up Växjö’s school library system, has put together a model of focus libraries at a number of schools. He says that the investment in school libraries ended up saving a branch as well.

**Around the world**

Collaboration between schools and public libraries in developing countries often makes it easier to open branches in disadvantaged areas. These questions have attracted a great deal of interest worldwide. The International Federation of Library Associations and Institutions (IFLA) will bring up the issue at its 2012 conference and assembly in Helsinki. The theme is *Friends or Foes – Public and School Libraries a Force for Change for Creating Smart Communities*. The School Libraries and Resource Centres & Public Libraries Sections want to “show how Public Libraries and School Libraries in communities can work together for the benefit of students.” There is every reason to look forward to the presentations in Helsinki this August.

Maud Hell,  
writer, former librarian in school  
and public libraries Lund, Sweden  
maudh04@gmail.com

# Desire, multiplicity and learning

## Vision

In my vision for the 21st century, the library is integrated into teaching and learning at all levels of the educational system. This will ensure the future of libraries and the preconditions for life-long learning. In day-care centres and schools, children and adolescents should be introduced to the library as a place for pleasure, as a social meeting-ground and an arena for learning. Qualifying all pupils to use the library for their own personal purposes and as an arena for learning ought to be a key task for all schools from primary through upper secondary.

All university colleges and universities have libraries. Most upper secondary schools will probably also have a library. A considerable proportion of them will have a full-time librarian, but far from all primary and lower secondary schools in Scandinavia have a school library with a trained school librarian working full-time. For example, in 2007 the school libraries in Norway were staffed for only 5.4 hours per week on average. There are no adequate educational reasons for giving lower priority to libraries at primary and lower secondary level than at the upper secondary level or in higher education.

Research shows that even though university colleges and universities have good libraries, the students tend to make use of the library's resources to a very varying extent. Integration of the library in teaching and learning should therefore start from first grade and continue through all levels of the educational system.

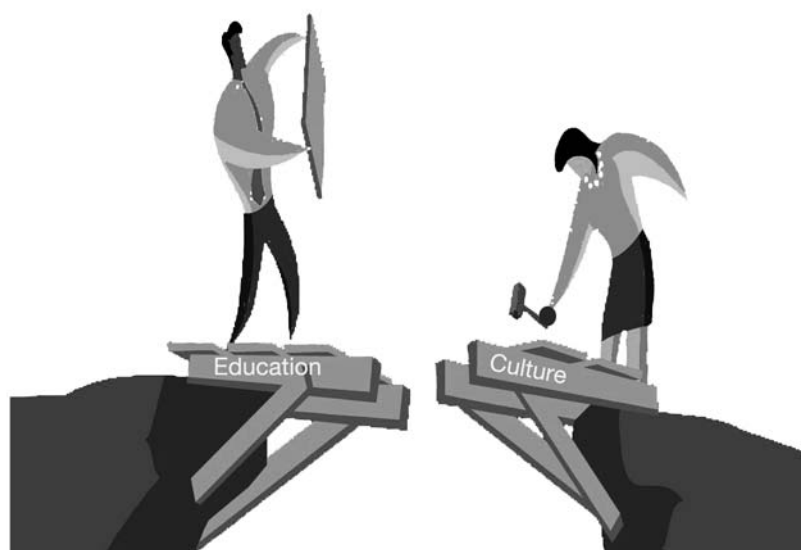
## Libraries and desire

Particular efforts should be made to implement library use in primary and secondary schools. Here, the ground is prepared to ensure that children and adolescents develop cultural and information literacy and a desire to read. All primary and secondary schools ought to have:

- a well equipped school library/ learning resource centre with digital media, databases and software which are continuously updated and renewed, as well as other audiovisual media
- a trained school librarian or teacher with a professional background from library work in a full-time position.
- a school management that gives priority to the library for teaching and learning at all grade levels and incorporates this in the school's educational plans
- systematic collaboration between the school library and the public library.

- systematic collaboration between school librarians and teachers at all levels with regard to educational plans, dissemination of literature, integration of information literacy in various school subjects and topics, and the use of the school library as an arena for learning.

Knowledge development and digitisation are proceeding faster than at any previous time in history. This indicates that teaching and learning should be based on a variety of sources, which are updated with regard to the development of knowledge. The textbook is gradually losing its status as the main source of knowledge in schools. At the same time, the student population is far more heterogeneous than previously. Multiplicity in the student population calls for multiplicity in teaching in terms of content, genres, aesthetics, accessibility and languages, that may stimulate the desire for reading and learning. A single textbook







Joron Pihl

● My assertion is that as long as the political responsibility for the library sector lies with the Ministry of Culture, this will act as a barrier to integration of libraries as arenas for learning at all levels of the educational system

is not sufficient to ensure adaptation of teaching in classes characterised by diversity with regard to the pupils' cultural, social and linguistic background. Multilingual children should have access to multilingual literature.

#### **Reading engagement and multiplicity**

Research shows that even though children and adolescents read textbooks throughout their thirteen years at school this does not turn them into good readers. It is by reading literature that appeals to the emotions and the intellect that children and adolescents turn into avid readers. Voluntary reading of fiction and individual choice of books has proved to have a major impact on the development of reading engagement. Furthermore, research has shown that there is a positive correlation between access to books, daily reading for pleasure and school performance in reading skills. Finnish pupils are close to the top in the OECD with regard to daily reading for the sake of pleasure, and this result is correlated with the high reading skills among Finnish pupils described in the PISA surveys. At the same time, the Finns are the most frequent library users in the EU. It is reasonable to regard this in light of the fact that access to libraries is significantly better in Finland than in the other Scandinavian countries.

One of the most interesting findings in the PISA study from 2002 was that pupils who come from a disadvantaged socio-economic background but are avid readers in their spare time, on average have a higher reading score than pupils who come from a medium or privileged socio-economic back-

ground but are less avid readers. This is a key argument in favour of having schools provide equal access to a broad range of literature and reading for the sake of enjoyment for all pupils. This may counteract reproduction of social inequality in schools.

#### **A shared social mandate and collaboration across professional boundaries**

The social mandate of the public libraries and schools is to promote enlightenment, education and cultural activity. The shared social mandate facilitates close collaboration between public libraries and schools, which is a necessary precondition for development of well-functioning school libraries. In the *Multiplicity project* – a research- and development project of which I have been the director – librarians, teachers and researchers for four years collaborated within literature-based literacy education, using the library as an arena for learning. Two primary schools with school libraries, one public library and two teacher-training colleges participated in the project 2007-2011. The librarians' competences in disseminating literature and the teaching of information literacy represented an invaluable resource for teachers and children. In the multilingual schools, altogether 75 per cent of the pupils included in the *Multiplicity project* became avid readers. At the school where three quarters of the pupils had linguistic minority background a total of 90 per cent of the pupils in the project used the public library once a week or more often. Lending from the school library increased by 145 per cent in that school that established a fully staffed library during the project period. At the same time, it was

challenging to obtain support from educational policy-makers for inter-professional collaboration between librarians and teachers and use of library resources in literacy education at all schools.

#### **Cultural or educational policy?**

My assertion is that as long as the political responsibility for the library sector lies with the Ministry of Culture, this will act as a barrier to integration of libraries as arenas for learning at all levels of the educational system. Educational policy is developed separately from cultural policy. There is a 'missing link' between educational policy and cultural policy. However, in Finland, the public libraries are subjected to the Ministry of Education and Culture. This may bridge the gap between educational policy and library policy. The libraries have not "lost their soul" as cultural institutions, but have allied with the educational institutions. Results from Finland are promising.

This is the vision for the 21st century – an educational policy that integrates libraries into educational policy. This will respond to multiplicity in the student population, the rapid development of knowledge and digitisation and allow us to merge desire with teaching and learning in a life-long perspective.

Joron Pihl  
Professor, PhD  
Master programme in Multicultural  
and International Education  
Faculty of Education and International Studies  
Oslo and Akershus University College  
joron.pihl@lui.hioa.no

Translated by Akasie språktjenester AS

# Homework Online benefits both pupils and homework helpers

The Danish offer of homework help on the net, Homework Online, is targeted older children and young people in residential areas with many socially vulnerable inhabitants – including pupils with an ethnic background other than Danish. The Homework helpers are primarily students, and communication with the pupils takes place via both chat and web camera/microphone.

When homework helpers in Homework Online sit down in front of their PC and open up homework help at 5 o'clock each evening from Sunday to Thursday just a few seconds pass before the pupils clock in and begin to queue up on homework-online.dk

2011 saw a breakthrough for Homework Online with a growth rate of as much as 460% for visits to the site you have to log into in order to get help. In terms of number of users this means that during November there were about 4,400 unique visitors.

An external evaluation of Homework Online suggests that a major reason for the pupils to seek help on Homework Online is that here they can get exclusive, personal help for 45 minutes without being disturbed. Homework Online differs in this way from the help users can get in physical homework cafés or at school, where many other pupils will be wanting the attention of the homework helpers, which makes it that much harder to get the help you need. Some pupils may also find it difficult to concentrate in the company of others.

The evaluation also points out that the

anonymity afforded the users on Homework Online can be important. There is a tendency for some boys in the target group not to feel socially acceptable when seeking and using help with their homework. This is often the reason why older boys stop visiting physical homework cafés.

For others the most important thing may be the chance offered by Homework Online to create a neutral place, if one's academic abilities seem to be 'discarded' beforehand by teachers and other pupils at school.

In its present form Homework Online has offered help with homework since the beginning of 2010. The project period has just been prolonged for a 3-year period. The funding of about DK 2.5 mil. annually comes from the government's special means for socially marginalised. Together with the Ministry for Children and Education and the State and University Library, the Danish Agency for Culture (previously Danish Agency for Libraries and Media) constitutes the steering group for the project.

Project management and implementation of Homework Online is the responsibility of the State and University Library. Apart from being a university library, the library also handles a number of tasks in relation to the public libraries – including library service to ethnic minorities.

## The homework helpers

The homework helpers are gathered together in a call centre at the State and University Library in Aarhus. Most of them are volunteers, recruited among



the students who use the State and University Library. At the moment the daily manning of the call centre amounts to 11 persons, and all in all 140 homework helpers are attached to Homework Online. The State and University Library currently recruits homework helpers, as experience tells you that at every end of term about 25% will leave.

## Motivated volunteers

When dealing with voluntary homework helpers you can only make demands to a certain extent, and the library therefore has to make the job good fun, exciting and stimulating. Volunteers are motivated in different ways: Some want a precise and defined task, while others get their motivation from developing personally by gaining influence and responsibility. Homework Online must therefore be able to include great diversity among the homework helpers: CV-grubbers,



**Ann Poulsen**

A team of 10 ‘fliers’ has also been recruited among the homework helpers, who are employed to assume an extra responsibility in the call centre. ‘The ‘fliers’ have taken part in a learning process with focus on how in the best possible way to support, help and advise the other homework helpers in the call centre. The philosophy behind homework help is to help the pupils help themselves. The various teams and ‘fliers’ ensure the internal sparring which contributes to the cohesiveness between the project team and the homework helpers in the ever growing organisation.

#### **A common learning process**

The overall aim for Homework Online is therefore that both pupils and homework helpers participate in a learning process. Through homework help the students acquire teaching experience via the use of new media, and via teamwork many of them also get the opportunity to test some of the competences achieved through their training, for example in relation to communication, PR and marketing.

idealists, innovation seekers, fellowship seekers etc. Homework Online puts great emphasis on equipping the homework helpers as well as possible for handling their job. They all attend courses with focus on for example pedagogy and the pupils’ academic level in the different grades. Altogether Homework Online spends a lot of effort on developing the most optimal processes also in relation to recruiting, communication, administration, involvement, motivation and sustainability, and it is therefore – in terms of resources – a demanding task to manage a team of more than 100 active homework helpers. The buzz-words in Homework Online’s efforts to

keep the homework helpers are dialogue, recognition and responsiveness. In satisfaction surveys among the helpers Homework Online has achieved high marks for this attitude.

By offering the homework helpers the chance to getting properly involved they might well develop a more definite feeling of ownership, which will help sustain the motivation and encourage them to go on for a longer period of time. Homework Online has therefore involved homework helpers in teams dealing with competence development, marketing and social solidarity among the group of homework helpers.

Ann Poulsen  
Senior Adviser  
Danish Agency for Culture  
apo@kulturstyrelsen.dk

Translated by Vibeke Cranfield

#### **Facts about Homework Online**

**Target group and subjects:** The primary target group is children and young people in 6.-10. form in residential areas with many socially marginalised inhabitants. The pupils especially seek help with mathematics, Danish and English. **Opening hours:** 17-20 from Sunday to Thursday.

**Project period:** The project has been running since June 2009 and continues up to and including 2014. Before that the aim is to find a sustainable business model for continuing without project means. Homework Online plans to open more call centres elsewhere in Denmark and to extend the opening hours from 16 on weekdays.

# Library work across sectors

## Collaboration among libraries in Jyväskylä

Collaboration between different sectors in the library field varies from place to place in Finland; some places collaborate frequently and others less frequently. A good example of active, productive collaboration can be found in Jyväskylä where the Jyväskylä University of Applied Sciences Library and Information Services, the Jyväskylä City Library - Regional Library of Central Finland and the Jyväskylä University Library engage in well-functioning collaboration.

The above libraries have carried out systematic library collaboration for nearly 10 years now. Local collaboration was complemented in 2008 when the AO Library of the Jyväskylä Joint Municipal Authority for Education was invited to join the Liaison Committee of Jyväskylä Libraries. The aforementioned libraries are hereinafter referred to as the Jyväskylä Libraries.

Collaboration began in 2003 when the information services strategy for Jyväskylä was completed with project funding provided by the Ministry of Education and Culture at the time. One of the proposals in the strategy was to make library collaboration in Jyväskylä permanent and to organize a committee for the libraries, which would coordinate collaboration between sectors. The purpose of the committee would be to draw up a plan each year for the further training of library staff in pedagogy and information management and to ensure the training is carried out. The committee would also organize events to enable library staff exchange expertise and get to know each other. Furthermore, the committee would ensure the informa-

tion services strategy is carried out and also evaluate the success of it.

The committee's first meeting was held in 2003. During that meeting the members decided that library staff could participate in the open training of the different libraries. A joint training calendar was created for this purpose where each library could notify those interested about upcoming training opportunities; the calendar is still used today. Patrons may also participate in the open training organized by the libraries and therefore they benefit from the calendar as well.

During this first meeting, the members of the committee also decided to organize a seminar that would concentrate on creating a joint description of the functions of the Jyväskylä Libraries. The costs of the seminar were divided among the different library units based on the number of participants. Dividing the costs was seen as a good practice and it is still in use. The committee also decided to organize future trips for the library staff to take together, for example to book fairs, etc. As with this meeting and the ones that followed, the greatest contribution has been the exchange of experiences among the staff members of the libraries.

The Liaison Committee meets 4-6 times a year. The chairperson has changed every two years. Each library takes its turn in organizing the meetings. At the time this article is being written the university library is responsible for chairing the meetings. Over the years, the following tasks have become the responsibility of the committee:

- Coordinating and developing library collaboration
- Evaluating and ensuring the information services strategy is carried out
- Organizing training for the staff members in the libraries in Jyväskylä
- Distributing information and increasing information flow
- Organizing and carrying out joint events
- Carrying out development projects
- Collaborating to develop library services and practices.

The Liaison Committee has created sub-committees as needed; at present, there are sub-committees for customer service, training, the music library and online services. A sub-committee may be given the task of compiling guidelines for customer service, making a







**Johanna Vesterinen**

● A public library and a university library have carried out a well-functioning collaboration for nearly 10 years

proposal for a new practice or organizing a day of training. Joint training opportunities are organized once or twice a year. The theme(s) of the training is based on people's suggestions and feedback to ensure it is appropriate for all of the participating libraries.

**Joint projects**

Subsequent to the first information services strategy, the libraries in Jyväskylä have carried out several joint projects, for example the website for the Jyväskylä Libraries and a study on libraries, studying and material in electronical format.

The Central Finland Library Portal, which works through the NELLI portal, was created to help patrons find information more easily, i.e. it is a joint information search channel for the Jyväskylä Libraries and the Aalto libraries in the region, which allows users to search for information in the databases of all of the libraries belonging to the Kirjastoportti conglomerate.

Finished in 2005, the Kirjastoportti was a good example of the regional collaboration between academic libraries and public libraries, and at the same time it was the only library conglomerate of its kind in Finland.

During the past couple of years library staff members have worked in other libraries less familiar to them through job rotation. In August 2011, 40 staff members took a sightseeing tour around the province to visit the different library locations.

It is safe to say that the first mutual circle closed on 8 February 2011, *Lainan päivä* = loaning day in Finland, when the Jyväskylä Libraries published a revised plan, compiled in collaboration with the city's educational services department, to promote information literacy. The 2003 joint information services strategy for the Jyväskylä Libraries was used as the basis for the plan. The purpose of the completed plan is to facilitate information searches and to develop skills in obtaining information. *The plan* provides guidelines and means to organize teaching in information acquisition and to consider information acquisition more closely in teaching curricula. The plan also elucidates the distribution of work in the libraries.

**New introduction at IFLA 2012**

Although the members of the committee have changed over the years, the committee has remained active. The notion of library work across sectors

has been introduced at international, field-related conferences in 2008 and 2010. The aim is to introduce it again in the 2012 IFLA Conference in Helsinki.

Many things have been accomplished through collaboration, but there are still many things to do in the upcoming years. To mention just a few of these challenges: increasing the mutual visibility of the Jyväskylä Libraries through marketing and communication and establishing the activities in the *information literacy promotion plan*.

Johanna Vesterinen  
Library Director  
Jyväskylä City Library  
- Regional Library of Central Finland  
johanna.vesterinen@jkl.fi

Translated by Turun Täyskäännös



Jyväskylä City Library - Regional Library of Central Finland (left) and the Jyväskylä University Library (right) engage in well-functioning collaboration

# Libraries, books, dust and such

**When I was a rookie in the world of libraries, I thought the whole business was about books. You know. The rectangle-shaped objects shelved on the walls, containing sheets of paper that have obscure black figures printed on them. Words, sentences, chapters, universes.**

That was two years ago, at the time when I became the president of The Finnish Library Association, out of the blue. I had, of course, consumed the library services a lot, but I had never visited the other side of the counter myself. I was not a librarian.

So what kind of place was my library, back then?

During the days of innocence, that lasted until the aftermath of the day I was elected to the post, I had a romantic and nostalgic approach towards the libraries: the real library, I thought, is a place of books, silence, dust and such. That's how it was when I turned ten, and ever since.

A couple of years ago, thinking of a library still took me back to the mid 70's, when I cycled to the local library to borrow books by Edgar Rice Burroughs, who taught me that a lion is numa, elephant is tador and Tarzan means 'white skin' in the language of the great apes that lived in the forgotten jungles of Africa. The Burroughs books were all there, twentyone white backs in a row, at a lower shelf on your left, telling a lot about the wild side of lord Greystoke. These books permitted me to escape the anxieties of civilization, such as the parental demand to remain seated at the table until everyone had finished eating. They

took me to an other world. And the journey started in a library.

That's how I thought of a library, and that's how the majority of people visiting the libraries still think.

After the beginning of my presidency at the library association, many things changed. Most importantly, I learned soon that libraries are about lots of other things than Johannes Gutenberg could imagine. I learned that, basically, my tarzanite memories guided me wrong.

Books are there, quite often, at least, but the interesting and relevant side of the modern library is hidden in the undercurrent of ones and zeros.

The bits. They are there, behind everything, even though we can't see them. They can appear in various visible forms, but they never get exhausted by them. The current of the bits is the Real of the new library, or the platonic idea of it.

That's how it is in the modern library, at least. We can't see the bits, and therefore we are destined to cope with their gawky expressions that construct the rather dysfunctioning material world we live in. The bits are perfect, the books, the CDs and such are not.

The problem is that we have to deal with this imperfect material world. I think that is why we are, deep down, so unsatisfied with the symbol of the entire library institution, the printed book.

When organizing, when making listings and catalogues, the electric

information lines up neatly somewhere between your screen and the depths of the server. And just when you think that the world is in perfect order, you watch over your sholder only to realize that the physical world is ruled by gods of chaos and disharmony: the books are not on the shelves, they are in the wrong order and a couple of them have missing pages. There is nothing you can do to abort, retry or ignore these fatal fails, unless you walk to the shelves and do the tricks required, with your hands.

Would the library be a better, more organised and more harmonious place, if the insufficient matter was replaced by the perfection of the digital current of information? Of course it would. (The ebook will be the future of libraries, after certain problems associated with it, are solved. I am not going into them, now. I just pretend that they will be solved, to return to my point.)

The visitors, however, are not seeking the beauty of the pure ideas when they drop into a library. They are looking for books. These dusty, heavy and old-fashioned objects that contain all the magic one can imagine, and the ability to take one to another world.

People do not see the bits, nor do they have the need to imagine them. There is no emotional tie between the clients and the pure beauty of the ones and nils. People love the books.

They still do. After introducing myself as a representative of a library association I have heard a great number of times a personal confession of love: the same childhood memories of bookshelves, I have myself; the trig-

I guess the library has changed, and it will change a lot more. Yet still, we have to rely on the support of the citizens, of the visitors: the memories of the smell of the books, the romance, the excitement and the nostalgia, to get our wonderful new library funded

gering content of the books on them, the nostalgic smell and the silence of the most exciting building of our childhood.

I guess the library has changed, and it will change a lot more. Yet still, we have to rely on the support of the citizens, of the visitors: the memories of the smell of the books, the romance, the excitement and the nostalgia, to get our wonderful new library funded.

These same confessions of love are what the librarians keep hearing over a glass of sparkling wine, at the city halls and official receptions. There is a toast, and a speech by a city official or a politician, confessing his or her personal relationship with books and the libraries.

When meeting with these people, my point has been that if you love us, it is very easy to show it. It is in fact once a year, when making the budget. Confession of love can be presented in a most meaningful way, in the form of ones and zeros, on the bank account.

There would not be a dime, did not the decision makers of the municipalities love libraries at all. We just have to seduce them to love the libraries a bit more. By triggering the memories, and at the same time, whispering to the other ear of the libraries' ability to establish a totally new kind of educated, profitable and empowering knowledge society, where the books will still smell as they used to do, we can perhaps succeed.

So we need the nostalgia, transformed into ones and zeros. That's how it is.

Jukka Relander,  
Writer, educator, politician,  
broadcast media specialist,  
President of the Finnish Library Association



# Public libraries as learning spaces

The role of public libraries is changing rapidly and the rise of open education creates opportunities for them to be hubs for lifelong learning. Alastair Creelman, blogger and e-learning analyst at Linnaeus University in Kalmar, examines some of the key current trends in net-based learning and discusses the future role of public libraries in this context.

In the last few years a vast range of educational material has been made freely available. Lectures from the world's universities, instructional films, documentaries, guides, articles, scientific reports and podcasts can now be freely accessed from laptops or mobile devices making mobile learning a reality. Knowledge and instruction are no longer restricted to classrooms and libraries and students are able to take charge of their own learning in completely new ways. Flexible online collaborative learning challenges the traditional classroom model based on students coming to a school or college, following a set curriculum and sitting standardised examinations.

## Changing student needs

The need for higher education in the world is growing rapidly, as part of a lifelong learning perspective. The students of the future will not be so tied to the university campus and will require help and advice wherever they are. Public libraries have a key role to play in supporting such students.

## An ever-changing world

It's not just the students' needs that are changing. Educational technology and our relation to it are constantly shifting and the following trends will have a

profound impact on how we learn in the future:

### Openness

Increasing numbers of universities and colleges distribute learning resources freely on the net as open educational resources (OER). OER can be video, audio, texts, photos or animations that may be shared freely according to Creative Commons licensing. Channels such as Apple's iTunes U and YouTube Edu mean that content is no longer exclusive and content sharing has become a marketing tool as well as a contribution to global lifelong learning. Context is now king and the teachers' ability to inspire, facilitate and guide is now the university's trump card.

### Globalisation

This abundance of material has led to an explosion in informal learning that is increasingly student-driven. Students are able to study courses from different institutions, form their own study groups and design their own learning paths. This puts pressure on universities to be able to examine and assess work that has been compiled at other institutions. The ability to validate informal learning acquired at work or online is another important future development.

### Social media

A great deal of discussion, reflection and collaboration takes place outside the university's learning management system on open social networks, blogs, wikis and YouTube. Students are creating their own personal learning environments using the tools and networks they prefer rather than the tools

provided by the university. This makes the student's work more public and can be compiled into e-portfolios to attract future employers.

### Mobility

Future students expect all course material and information to be accessible any place, any time and on any device. All course literature should be available on a tablet/iPad, laptop or mobile. The need to come to campus or classroom has to be re-examined.

These factors bring into question the role of the library in a world where all information is only a click away. When most of the bookshelves have been moved to the cellar the library becomes a learning space and information hub offering professional guidance in information retrieval, source criticism and information analysis. These services must be available both in the physical building and on the net and a library's value will no longer be based on its physical collection but on the skill level of its staff.

### New identity

The challenge for libraries is not only to redefine their role but also to communicate it to the public. There is a clear mismatch between the library's own view of its role and the perception of students, teachers and the public in general. Despite excellent efforts, library skills and services are still seldom fully integrated into the curriculum and everyday classroom activities. We cannot simply assume that all students are digital natives; they often lack basic information retrieval skills as well as source criticism and furthermore they seldom see this as the library's core



...it is essential that they position themselves clearly as information professionals and provide services both face-to-face and online



**Alastair  
Creelman**



Face-to-face IT-service to student at Professionshøjskolen Metropol, Copenhagen. Photo: Claus Bjørn Larsen

business. Instead they turn to the teacher who is often lacking in many aspects of digital literacy. It is vital that libraries clearly define themselves as information hubs and resource centres for digital media offering impartial, professional advice and guidance.

As the size of the book collection fades in importance the competence of the staff becomes crucial. Students visit the library (physical or virtual) to ask for advice and guidance on net-based resources or help with digital tools and services. Open access and open educational resources mean that public libraries have access to scientific publications and teaching material that was previously locked away in university libraries or behind expensive academic journal subscriptions. The previous boundaries between public and academic libraries are already blurred and

future students will expect help wherever they are.

The design and layout of future libraries will vary greatly and there are already many inspiring new examples both in Sweden and internationally. However the virtual space can be created through national cooperation, possibly a national virtual library with common resources and services but offering a more local profile once logged in. Increased cooperation between libraries, adult education, schools and universities is needed to avoid reinventing the wheel.

Future libraries will offer services such as career and study advice to a greater extent than today. As the range of study options multiply and become truly global students will increasingly need help to choose the right path. Here the

library can have a central role as an impartial broker helping students choose from a multitude of options varying from local classroom-based courses to net-based studies at international universities or peer-based online learning with organisations such as Peer 2 Peer University.

Education is facing a major upheaval today. Traditional roles, structures and processes are being questioned and challenged by new opportunities for communication, collaboration and creation. The paradigm shifts that have taken place in the music and film industries are now affecting education. Ubiquitous access to open educational resources and the collaborative opportunities of social media will change the educational landscape in the next 10 years. Libraries have a crucial role to play in this shift but it is essential that they position themselves clearly as information professionals and provide services both face-to-face and online. Your local library could well be an app on your mobile - always available wherever you are.

Alastair Creelman  
Coordinator of Distance Learning  
Center for Educational Development  
in Higher Education  
Linnaeus University  
391 82 Kalmar  
Sweden

[alastair.creelman@lnu.se](mailto:alastair.creelman@lnu.se)

#### Useful links

Full report, Future Student (in Swedish)  
<http://issuu.com/alacre/docs/framtidsstudent>

Alastair Creelman's blogs on IT and learning:  
Corridor of Uncertainty (English)  
<http://acreelman.blogspot.com/>  
Flexspan (Swedish) <http://flexspan.blogspot.com/>

# Innovation and Business Development in Danish Research Libraries

At a time with low growth and recession, both in Denmark and globally, Denmark's Electronic Research Library (DEFF) has got a new mission. A mission of placing itself as a central player on the Danish growth and innovation agenda. This has at one and the same time become both more difficult and more important. More difficult because public funding is under pressure, and more important because access to knowledge is vital.

DEFF is about to launch a new strategy which covers its main efforts in the years of 2011-2016. The title of the strategy is *Libraries as a Catalyst for the Development of Denmark as an Innovative Society* and focuses on today's fundamental challenge of growth via innovation in the Danish knowledge society. A knowledge society in which lifelong learning has become a pivotal focus area in the Danish Government's education and innovation policies.

Over the past 13 years, DEFF's initiatives have helped create a good framework for better research, a higher quality of teaching and education as well as innovation opportunities. DEFF's traditional tasks have been to provide services and access to digital, research-based knowledge to researchers, teachers and students. Now the scope and target groups have been expanded. Put simply, the big challenges consist of providing access to research-based knowledge and ensuring the competencies for searching and applying information in private and public enterprises. If these challenges are overcome, DEFF has contributed heavily to laying the groundwork for innovation and growth.

## A new strategy – a new focus: It's the access, stupid!

With DEFF's contribution, a significant part of the nucleus in the Danish digital knowledge infrastructure is now in place. The intention of the new strategy is to extend existing DEFF services and take into consideration graduates (alumni) who after graduating lose access to the library databases and small and medium-sized enterprises (SMEs) and public institutions' access to qualified knowledge. DEFF sees an evident potential for promoting innovation by providing improved access to research-based knowledge to SMEs. By entering into cooperation between the research institutions and the business world, the DEFF-libraries can contribute to strengthening the SMEs' ability to innovate. Additionally it is a strong belief that DEFF can strengthen the level of information literacy among the counsellors of the SMEs in the entrepreneurial greenhouses and other institutions promoting trade.

Also, by providing the new target groups with access, and by supplying them with better competencies to navigate in the morass of knowledge, the DEFF libraries can contribute to an underpinning of Danish competitive power. And not least to accomplish the Danish knowledge strategy including demands of lifelong learning. Danish public libraries already do run several projects on both formal and informal learning getting financial support from the Danish Agency for Culture (formerly Danish Agency for Libraries and Media). Now, it is the research libraries' turn.

Today's demands of innovation as a prerequisite for growth, knowledge

being an essential competition parameter, DEFF pursues and supports the known connection between corporate research and innovation activities and increased growth and productivity. That is why a crucial task of the next years is to create the framework for the infrastructure to be applied in a wider context in order to make Denmark a highly innovative society. The great challenge is however that many private and public companies, who are to work increasingly evidence-based, lack both competencies (information literacy) and resources to ensure systematic access to, as well as retrieval and use of, research-based knowledge. Here, DEFF-libraries can indeed make a difference.

## The expansion of DEFF's field of action

Today DEFF-services reach 65 % of the future Danish workforce who shall grow up with the libraries' digital offers of working with knowledge in collaboration with other people. On this basis DEFF's vision, mission, main focus areas and target groups – or dare I say market segments – have been revised.

### Mission

DEFF is a digital meeting place with a research-based knowledge bank, an infrastructure and interactive services that support learning, research, knowledge sharing and innovation at Danish educational institutions as well as public and private companies in every part of the country.

### Vision

DEFF is to make it possible for young students, researchers and employees in private and public companies to work with digital knowledge in collaboration

...the main objective of DEFF is to turn the libraries into a key pillar in making Denmark a leading growth-, knowledge- and entrepreneurial society



**Jakob N. Mortensen**

with others in Denmark and abroad, so that Denmark becomes a highly innovative society.

#### Focus areas and organisation

The strategy extends DEFF's field of action with e.g.:

- A service for all users that makes it possible to join with other users to work on a subject or an idea
- New user groups, including business academy course participants and teachers, regional growth organisations, research parks as well as SMEs and public institutions
- Increased digital access to the knowledge of libraries and research and educational institutions
- New service offers aimed at researchers, teachers and young students.

With the main objectives being that the libraries are to make researchers' work available, that all students should continually use the library services during their studies and that in the long term, graduates (alumni) should maintain access to the library services, the following main focus areas have been defined:

- A: Access to knowledge for all via an optimum digital infrastructure
- B: Competences and services to support teaching, learning and development
- C: Competences and services to

support research and development

- D: Competences and services to support innovation and promotion of trade.

The tasks in these four areas (A-D) are being carried out by four different working (programme) groups whose structure follows the line of thought in the strategy. The new DEFF-focus (D) presupposes collaboration with the new user groups and with the stakeholders and interest organisations in the field. A number of focus areas have been identified via pilot projects in order to come up with potential business models. Again, information literacy has been a key area and the pilots have shown that assistance from the local public libraries is absolutely key. Also the library services need marketing and making visible in order to prove their added value. In other words the success does not come of its own accord. It will take a massive effort to establish new roles for the research libraries in the innovation system.

#### A new role for the research library?

DEFF aims at developing its libraries' services into a tool, which is being used with the same frequency and matter of course as the internet is being used by the researchers, teachers and students in their daily doings. Also graduates (alumni) should maintain access to the

DEFF-libraries' services in order to use the best collections of knowledge in working with innovatory methods in their jobs. This fits perfectly the EU and the governmental ambitions of even *lifewide* (formal, informal and non-formal) learning from pre-school to retirement age. Altogether the main objective of DEFF is to turn the libraries into a key pillar in making Denmark a leading growth-, knowledge- and entrepreneurial society.

It might not even suffice to develop the right competencies and skills in order to implement the strategy in a successful way, even if the strategy is in accordance with the political agenda nationally as well as internationally. The question is if institutions, enterprises and political stakeholders are ready for this. Another big question is if the libraries are ready for providing these new services and what future role the research libraries see for themselves. General tendencies in research libraries point towards them focusing on services rather than on the collection. Also learning and education courses seem to change, focusing more and more on network, social media and lifelong learning. At the same time research processes seem to become more digital, collaborative, inter-sectorial (public-private) and coupled to innovation and adding value. By implementing the new strategy, DEFF has shown at least one pro-active way of value creation.

#### About DEFF

Denmark's Electronic Research Library (DEFF) is an inter-ministerial collaborative organisation for Danish academic educational, special and research libraries. DEFF is co-funded by the Ministry of Culture, the Ministry of Science, Innovation and Higher Education and the Ministry of Children and Education, and its secretariat is placed in the Danish Agency for Culture. Since 1998 DEFF has contributed to creating an infrastructure in the educational, special and research libraries, which via user friendly systems provides researchers, teachers and students with considerable amounts of digitally accessible research-based knowledge. In other words, DEFF generally promotes Denmark as a knowledge society by supporting improved research and by contributing to qualifying students. This also happens by common initiatives and cooperation on both a Nordic and a European level.

Jakob Nedergaard Mortensen,  
Senior adviser  
jnm@kulturstyrelsen.dk  
Danish Agency for Culture

# Space for learning

## Nordic project for a cross-sectoral strengthening of community learning

It is a common belief that public libraries, like adult education institutions, should make a contribution to community learning. It is also widely agreed that such general education should help to develop and enlighten citizens. Both libraries and adult education institutions therefore need space where this process can take place – space for learning and enlightenment, both literally and metaphorically. Can public libraries serve as a common space for such learning, or can other similar space be created through cooperation between those involved in community learning?

The aim of the Nordic project *Space for learning* (2010-2012) has been to encourage a cross-sectoral strengthening of community learning in the Nordic countries, thus contributing to

achieving the goal of providing everyone with equal access and equal rights to knowledge. The project has been funded by the Nordic Council of Ministers through the Nordplus framework programme.

The project has involved gathering experience from both ongoing and new sub-projects that have a profile related to cooperation on community learning. The point of departure has not only been the library as a physical space, but also cooperation in general terms. Drawing on these projects, the participants have discussed the gains that can be derived from cooperation between libraries, adult learning associations and other adult education institutions.

### A platform of local projects

*Space for learning* came into being through environments that were all engaged in projects related to cooperation between parties involved in community learning. These parties became aware of each other and wanted to raise national discussions to a Nordic level.

In Norway, libraries and adult learning institutions have collaborated since the 1990s on the annual learning campaign: *Adult Learners' Week*. The Norwegian Association for Adult Learning (NAAL) organises the campaign and has had the Norwegian Archive, Library and Museum Authority as a key partner representing the libraries. These two institutions took the initiative to establish *Space for learning*. The national library became the Norwegian project partner when it took over the library assignments from the Authority, which now no longer exists. In addition, the county library in Vestfold, the

public libraries in Larvik and Tønsberg and the municipal adult education association in Tønsberg were invited to join since they had local projects they could bring to the Nordic cooperation.

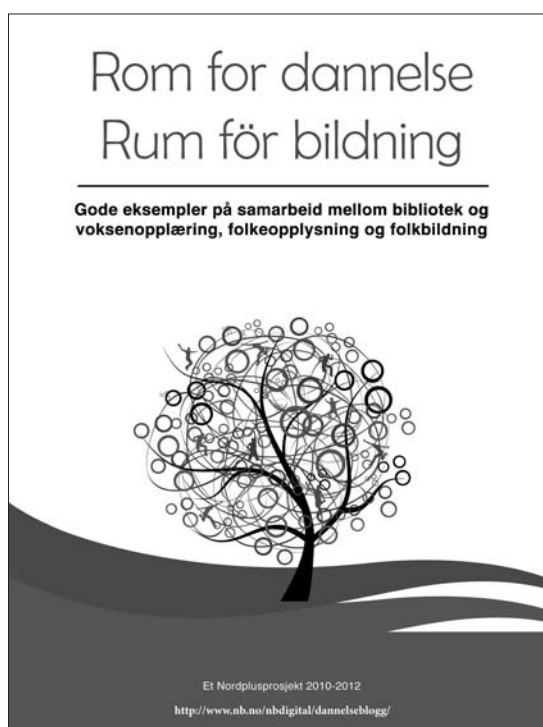
In Sweden, the county libraries in Örebro and Dalarna have collaborated with county learning associations on joint supplementary training for staff from libraries and adult learning institutions. This cooperation was partly based on a pre-study of the possibility of cooperation between libraries and the community learning field published by the Regional Association in Örebro. Another project that joined the Nordic cooperation was *IKT-lyftet* – a collaboration between libraries and community learning organisations that formed part of the national initiative to improve digital competence.

The Danish Agency for Libraries and Media had publicised information on project funds with the aim of finding cooperation models between public libraries and educational associations. Aarhus public libraries received funds for *The Competent Citizen* project, and therefore joined our Nordic cooperation. The educational association *Fritid & Samfund* (Leisure and Community) from the adult learning field in Denmark also participated.

### The public library as a learning arena

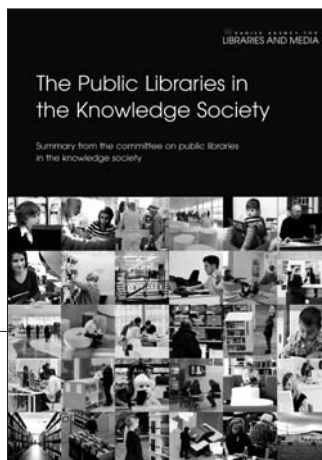
Public libraries and adult learning organisations are based on both the common Scandinavian tradition of providing community learning and a joint value base, a fact that is verified in the legislation that governs their activities.

Today's library likes to present itself as a learning arena. This aspect of libra-



A booklet and a number of other good examples from the project are described on the project's website: [www.nb.no/nbdigital/dannelseblogg/](http://www.nb.no/nbdigital/dannelseblogg/)





...library as a learning arena is clearly emphasised in national strategies



Arne Gundersen



ries is clearly emphasised in national strategies such as the Norwegian white paper on libraries: *Report No. 23 to the Storting: Libraries – Knowledge Commons, Meeting Place and Cultural Arena in a Digital Age* and the Danish report *Public Libraries in the Knowledge Society*. What kind of implications does this have for the relationship between libraries and adult education? Does this mean that cooperation will be even better facilitated, or will a competitive relationship develop instead?

The competitive relationship between libraries and adult learning associations is most pronounced in Denmark where the libraries are also perhaps the most developed as learning arenas. The 2010 report from the community learning committee on the social importance of community learning pointed out that many library activities are similar to those that take place in learning associations. The committee recommended a value-creating cooperation between the two – partly to avoid competition but also to enable each to benefit from the competencies of the other.

The University College of Borås has recently published a knowledge overview focusing on libraries and adult learning. Three common perspectives are emphasised in the debate on the library as a learning arena: a lifelong learning perspective, an educational perspective and a community learning and culture dissemination perspective. In this context these three perspectives can express different functions that the

library can serve in a cooperation that supports adult learning. The report describes how the library can be a good physical (or virtual) and social learning environment that promotes the knowledge people need to enable them to take part in society.

#### From national to regional and local

The sub-projects in *Space for learning* are good examples that show how cooperation between libraries and adult education can enrich both parties. The best examples are perhaps those that have their roots at national level and that are put into operation on a regional or local basis. One such example is the Swedish campaign *Digidel 2013* that aims to increase digital participation in Sweden. National players within libraries and community learning have taken the initiative to start the campaign, while efforts to promote digital participation take place through local teaching, often in the form of a collaboration. Denmark has a similar initiative in its network that encourages IT learning – *Lær mere IT*. In Norway the *Adult Learners' Week*, is an example of local cooperation with a national base. The campaign is coordinated by NAAL in collaboration with a council consisting of different parties from adult education, including the library field. The events take place nationwide, many of them in libraries.

Cooperation can also be based in the regions and spread to local communities. The project in Örebro and Dalarna is an example of this. Through a collaboration between county libraries and

learning associations, local cooperative projects were initiated in the two counties in the project *Folkebibliotek og folkbildning til ömsesidig nytta* (The public library and community learning – of mutual benefit).

#### A booklet of examples

The *Space for learning* project has produced a booklet containing 12 good examples of cooperation between libraries and adult education institutions. The projects that have formed the basis for *Space for learning* are all part of the 12 examples, and in addition a selection of other examples is also presented. Seen as a whole, the projects cover a wide range. The booklet places particular emphasis on the results of the project in Aarhus, which has identified eight specific motivational factors for cooperation and gives eight pieces of advice on cooperation, four suggestions for cooperation methods and six evident interfaces between the areas in question. Particular emphasis has also been placed on experiences from the project involving the local libraries and learning institutions in Örebro and Dalarna.

However, the booklet of examples is not the only end product. A number of other good examples are described on the project's website: [www.nb.no/nbdigital/dannelseblogg/](http://www.nb.no/nbdigital/dannelseblogg/).

Arne Gundersen  
Senior Adviser  
National Library of Norway  
Arne.gundersen@nb.no

Translated by Akasie språktjenester AS

## NORWAY



Photo: Tobias Toberg

## Student libraries in local communities

**Six municipalities in Troms County in Northern Norway have upgraded their public libraries into student libraries with workspaces and access to technology.**

North Troms Study Centre, funded by Troms County Authority, in this manner is implementing flexible educational programmes at university college and university level for adults throughout the county. The library employees have undergone qualification in fields such as supervision and adult learning. The students have their own key cards, making them less dependent on the libraries' opening hours.

Now, the libraries want to become equally suitable arenas for knowledge and learning for children and adolescents.

Large geographical areas and a scattered population represent a challenge in the Northern Troms region. However, a cooperation involving school libraries and public libraries, primary schools and day care centres, with project funding from the National Library of Norway and Troms County Authority, will now ensure that the libraries can provide all children and adolescents with the same services, irrespective of what municipality they live in.

Tertit Knudsen  
National Library of Norway  
Tertit.knudsen@nb.no

Translated by Akasie språktjenester AS

## DENMARK

# New book on libraries as a motivating force in urban development

The book *Biblioteket i byudviklingen – oplevelse, kreativitet og innovation* (Eng.: *The library in urban development – experience, creativity and innovation*) brings into focus the correlation between library development and urban development. It is written on the basis of a research project conducted at Centre for Cultural Policy Studies, The Royal School of Library and Information Science. In connection with the project the researchers studied cutting-edge libraries in the Nordic Countries, Europe and North America. The book is aimed particularly at architects, cultural and urban planners, library people and others who wish to participate in the discussion about how libraries can fortify urban potentials in terms of experience, creativity and innovation.

Although the public libraries are under economic pressure at the present time, exciting new thinking is emerging. There is a growing interest internationally in using the library as a dynamic factor in urban development. You might even say that the physical library is experiencing a renaissance. Based on cutting-edge examples the book shows how libraries act as a motivating force in urban development. For example Rem Koolhaas' remarkable library in Seattle, which has become an icon for the city at the same time as its gigantic

Living Room has created an attractive, public meeting place. In Amsterdam the new Openbaare Bibliotheek with its more than 6,000 visitors a day acts as a placemaker in the new Oesterdok district. In Elsinore the new main library is part of a hybrid cultural arena, which together with other cultural offers, contributes to revitalising the former industrial harbour. All these libraries and a large number of others introduced in the book can be seen as motivating forces in urban development.



Casper Hvenegaard Rasmussen, Henrik Jochumsen and Dorte Skot-Hansen: *Biblioteket i byudviklingen – oplevelse, kreativitet og innovation* Danmarks Biblioteksforenings Forlag, 2011. The book can be bought at [www.db.dk](http://www.db.dk)

Jonna Holmgaard Larsen  
Chief Consultant  
[jhl@kulturstyrelsen.dk](mailto:jhl@kulturstyrelsen.dk)  
Danish Agency for Culture

Translated by Vibeke Cranfield

DENMARK



Fredag den 7. oktober 2011

## Denmark wins European prize for IT learning for senior citizens

In October 2011 the Danish Seniorsurf Day won the prize “Best European Telecentre Initiative” in the European organisation Telecentre Europe.

Libraries all over Denmark helped arrange the Senior Surfday in October 2011. Libraries and data rooms opened their doors to the country’s seniors in order to properly introduce them to the wide variety of possibilities offered by the internet. The day was a great success, and senior citizens from all over the country took part.

On the basis of the successful result the Seniorsurf Day won the prize “Best European Telecentre Initiative” in the European organisation Telecentre Europe. According to Telecentre Europe the initiative has “outstanding digital inclusion efforts, achievements and best practices”.

Seniorsurf Day 2011 was a joint project between the Danish Agency for Libraries and Media (now Danish Agency for Culture), DaneAge Association, Danish Association of Senior Citizens

and the National IT and Telecom Agency (now the National Digitisation Agency) with Radio Denmark as contributor.

Jonna Holmgaard Larsen  
Chief Consultant  
jhl@kulturstyrelsen.dk  
Danish Agency for Culture

Translated by Vibeke Cranfield

The idea of a Senior surf day was developed in 2000 and today all Nordic countries are active on the senior it-front.

**Seniornett**

**Senior-surf**  
för dig som är lite äldre





Päivi Jokitalo

## DENMARK

### Cutting through library jargon by crowdsourcing

The trade union section of information specialists in the private sector have set up a LinkedIn group where the members try to translate library jargon into more comprehensible language. Many of the group members need to explain the workings of classification or indexing to their boss or co-workers in a company where they are the only library professionals. The motto for the group: “the more participants, the better the explanations will be” is akin to the idea behind crowdsourcing. By tapping into the knowledge, creativity and experiences of the crowd you are able to accomplish more than on your own.

*Perspektiv*  
[http://perspektiv.bf.dk/Nyheder\\_BPR/2011/FagligeTermer.aspx](http://perspektiv.bf.dk/Nyheder_BPR/2011/FagligeTermer.aspx)

### Collaborative art by library users

Fredriksberg Public Library and the National Gallery of Denmark are developing an application which will allow library users to create collaborative art. The user will download part of the work of art, add his or her own touch and upload her version on the platform. The result will be a multifaceted, chaotic but also artistic collaborative virtual mosaic, created by library users. The project brings together libraries as disseminators of media and museums as mediators of the visual. The exciting one-year project started in February with the help of a grant from the Danish Agency for Culture.

<http://projekter.bibliotekogmedier.dk/projekt/collaborative-art>

### The future is a joint venture

What do the libraries of the future look like? How can libraries gather evi-

dence-based data on users, non-users and the interests and needs of different user segments? These are some of the key questions the new library think tank will try to explore. The national associations of library directors and public, school, research and college libraries have initiated a project where all types of libraries are welcome to take part. A few private companies have also been invited. Many of the challenges libraries are facing today, e.g. digitisation, concern all library sectors which is why collaboration is needed. The Danish library think tank started work in February 2012.

<http://fremtidensbiblioteker.blogspot.com/>

## FINLAND

### Libraries partners in eReading

eReading is a development and research project that began a couple of years ago. One of the aims of the project is to develop business and service models for the distribution of electronic contents. Since 2012 the public libraries, represented by Helsinki City Library as the Central Library for Public Libraries, and the National Library are among the project partners along with several publishing houses. Libraries will develop test environments for ebooks and gather user experiences from library customers.

Also in Sweden the Library Association and the Publishers Association have appointed a working group whose task it is to find a solution to ebook distribution through libraries: to work out a feasible business model for selling electronic books to libraries and lending them out to users.

*The 2011 Apps4Finland winners*  
<http://apps4finland.fi/fi/en>



### Librarians on wheels

In May 2011 over 80 librarians from the Nordic countries, Europe and as far as the US cycled from Copenhagen to Berlin. The Cycling for Libraries tour and unconference offered lively discussions on librarianship, a chance for collaborative learning and making libraries and librarians visible outside the library buildings. This year, this popular if somewhat unconventional form of international cooperation and professional education heads for the Baltic countries prior to the WLIC IFLA congress in Helsinki. This is appropriate as the idea for the Cyc4Lib originated in Finland. The 2011 venture is well documented in blogs, pictures and videos, which will also be the case with the Baltic tour starting in Vilnius, Lithuania on June 28.

*Cycling for Libraries 2011.*

*The documentary*  
<http://www.kirjastokaista.fi/cyc4lib/>  
<http://www.cyclingforlibraries.org>

### Most wanted! Library data visualized

The *Apps4Finland* competition looks for useful and fun applications and visualizations of open data. Last year, the special prize for cultural data was awarded to a visualization of the most popular works of fiction in the HelMet (Helsinki metropolitan region) libraries' collections. The winning entry depicts how the popularity of the most borrowed fiction titles develops over time.

Two billboards based on library open data were also shown on the streets of Helsinki during February as part of the World Design Capital year. The posters representing the most wanted titles and the most popular subject areas of the



From the award gala in Helsinki

public library book collections were part of a campaign promoting the visualization of (open) data through the means of information design.

*The 2011 Apps4Finland winners*  
<http://apps4finland.fi/fi/en>

## NORWAY

### Out in the woods: Nordic Camp III

The future of Nordic Labs and a more stable cooperation between them were discussed during the third Nordic Camp, held in Oslo in January.

Another theme was the design of user-oriented services: how do we develop services that are simple and attractive to the end-users? The Nordic Labs are an open network of library professionals with the aim of building networks and contributing to competence development especially in the area of new technologies. With the help of a grant from the National Library, Oslo Public Library had hired a cottage for the 25 participants on the outskirts of Oslo in order to escape the buzz of the city during the two-day workshop. The campers came from public libraries and national or regional labs agencies - and the enthusiastic bunch even managed to fit in a couple of skiing

spurts. One of the central ideas behind the informal cooperation is to cut costs by designing joint services - and learning from each other in the process.

<http://bit.ly/nordicvideolab>  
<http://www.flickr.com/photos/buskyfb/sets/72157628994314471/>

### Musical history of Bergen available to the public

The most interesting projects of today all seem to be the result of cross-sectoral collaborations. This is also the case with the *Musical History of Bergen* project where the libraries of the University of Bergen and the Norwegian University of Science and Technology in Trondheim, the Bergen Philharmonic Orchestra and the Edvard Grieg Museum work together with the Bergen Public Library in making the music-related local contents available to all users. The project also explores new methods and tools for the classif

cation and linking of digital resources. The material will contain metadata on persons, events, orchestras, bands, pictures, places, articles, books, publishers, ads, concerts and sheet music with a connection to the musical scene in Bergen from 1765 onwards. The public library owns a Grieg archive and the concert programmes of the local orchestra will be scanned and documented. A user interface making use of the potential of linked data will also be designed so that contents from different and diverse sources can easily be discovered and accessed.

[www.nb.no/content/download/12911/81085/version/1/file/2011-491.pdf](http://www.nb.no/content/download/12911/81085/version/1/file/2011-491.pdf)

**Information literacy for Ph.D. students**  
Web-based information literacy instruction, the role of libraries in research and the needs of research library users are being discussed in the *Information Management for Knowledge Creation*

project, a collaborative endeavour between the university libraries of Oslo and Bergen, Bergen University College Library, Norwegian School of Economics and Business Administration Library and Aalborg University Library in Denmark. The first phase of the project looked at the doctoral students' information needs and behaviour and studied how the library services answer these needs and support the research process. Interviews with the Ph.D. students and their supervisors in both countries showed that libraries need to be well familiar with the research processes to be able to give adequate help. It has also become clear that an ongoing contact with students creates a good relationship with the library. Help and instruction will have to be tailored and offered early on in doctoral studies. The project funded by the National Library of Norway continues until 2013 when the web-based information literacy education modules will be launched.

<http://inma.b.uib.no/>

## SWEDEN

### Mobile learning for university students

The University of Borås is one of the first in Sweden to invest in mobile learning. The Library and Information Science department has initiated the development of an application which makes mobile and flexible distance



learning possible. As practically every student owns a mobile device the chance to follow lectures and communicate with teachers is welcomed by the students.

*Biblioteksbladet nr 8, 2011*

### Letters to numbers

All the library sectors in Sweden are considering switching from their current classification system to Dewey. This is a result of the National Library making the decision to start using the Dewey system in 2011. A project administered by The National Library

charted the needs of public and school libraries at the turn of the year followed by a pilot project with Sigtuna municipal library. Sigtuna began the transition from the Swedish SAB classification system to Dewey in January. Although the individual organisations make their decisions independently, many of the public, school, academic and special libraries have already chosen to make the move. To make it easier for the libraries, the National Library is organising staff training, ranging from introductory days to week-long courses and regular webinars.

*Biblioteksbladet nr 9, 2011*

### New kind of tablets for hospital patients

The Uppsala University Hospital Library is quick to introduce new technologies. In addition to books, magazines, newspapers, music and films, the hospital library offers DVD and CD players for loan. A librarian visits the different care units once a week but patients can also book a visit from the staff to their bedside. Last autumn the library piloted the use of tablet pc's at the hospital in different departments. Patients and their family are able to access the internet, read ebooks or use the iPads provided by the library for playing games.

*Biblioteksbladet*  
<http://biblioteksbladet.se/index.php/2012/03/13/patienter-far-lana-surfplattor/>

Keep up with developments in the Nordic libraries in Scandinavian Library Quarterly. [www.slq.nu](http://www.slq.nu)

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Editor-in-chief  
Rickard Carlsson  
[rickard.carlsson@kb.se](mailto:rickard.carlsson@kb.se)  
National Library of Sweden

Co-editors in Denmark,  
Finland and Norway

Jonna Holmgaard Larsen  
[jhl@kulturstyrelsen.dk](mailto:jhl@kulturstyrelsen.dk)  
Danish Agency for Culture  
  
Barbro Wigell-Ryynänen  
[barbro.wigell-ryynanen@minedu.fi](mailto:barbro.wigell-ryynanen@minedu.fi)  
Ministry of Education and Culture

Tertit Knudsen  
[tertit.knudsen@nb.no](mailto:tertit.knudsen@nb.no)  
National Library of Norway

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