



**London, Ontario
June 23rd, 2012**

Change-makers: Innovation in the Information Community

First conference of the
Faculty of Information and Media Studies Students

June 23rd, 2012

University of Western Ontario
North Campus Building
Perth Drive
London, Ontario, Canada

Program and Abstracts

SCHEDULE AT A GLANCE

	NCB 113	NCB 293	NCB 295	NCB 454	NCB LAB A
9:00am - 9:50am	Introductory Notes Keynote Speech: Let's Play! Information in Video Games: Caroline Whippey				
10:00am - 11:00 am	Beyond Genre: Rethinking Music Organization and Recommendation : Jason Neal	Because I am Not Here, Selected Second Life Based Art Case Studies: Gerardo Toledo	Reading in India: Reflections on Literacy: Nariel Davis a & Jen Ford	Representing Librarians: The Foundation of a National Librarians' Association: Jennifer Szwec & Andrew Lockhart	
11:00am - 11:15am	BREAK				
11:15am - 12:00pm	Librarians without Borders – Service Learning in the Field of Librarianship: Darcy Crum, Sarah Isbister & Monica Gagne	They came from...The Internet! What are Trolls and why Should we Care?: Yimin Chen	PLoS ONE: An Open Access Case Study: Jacqueline Kreller	Learning Objects for Information Literacy Instruction: Sandy Gallipeau	
12:00pm - 1:00pm	LUNCH POSTER SESSION: Danielle Lee-Muma; Chantale Pard; Jennifer Robinson; Sajni Lacey; Alan Kilpatrick, Katie-Scarlett Macgillivray and Jennifer Szwec; Sarah Simpkin and Peggy McEacheron				

SCHEDULE AT A GLANCE

	NCB 113	NCB 293	NCB 295	NCB 454	NCB LAB A
1:00pm - 2:00pm	The Habitus of the Hood and Media Studies: Chris Richardson	I, Book: Longform Journalism & Tablet Computing: Matt Dusenbury & Gillian Wheatley	LIGHTNING TALKS: Carey Toane, Nicole Palanuk, Emma Wilson	Playing in the Sandbox Together: The Relationship between Research and Practice: Caroline Whippley & Liam Whalen	
2:10pm - 2:40pm		French Language Reader's Advisory: Eva Fischer	Resource Description and Access: Cataloguing Guidelines for a Changing Environment: Breanne Bannerman	Depositing Data: The Role of Libraries in the Preservation of Born Digital Canadian Government Documents: Christine Pugh	
2:40pm - 3:00pm	BREAK				
3:00pm - 4:00pm		The Benefits of Gadgets in Public Libraries: Sarah Felkar		Promoting Open Access: Adam Mulcaster	Drupal 7 Tutorial: Liam Whalen
4:00pm	PLEASE JOIN US AT CHRISTINA'S PUB FOR POST-CONFERENCE DRINKS, APPETIZERS and DISCUSSION!				

TABLE OF CONTENTS

ABSTRACTS	5
-----------------	---

LIST OF PARTICIPANTS	20
----------------------------	----

Organizing committee

Conference and Events Manager:

Sarah Felkar

Web committee:

Jacqueline Kreller

Sandy Gallipeau

Communications:

Jennifer Evans

Therese Tisseverasinghe

Nara Petchsy

Review committee:

Caroline Monnin

Nara Petchsy

Alan Kirkpatrick

Eva Fischer

Sarah Simpkin

Programming and Evaluation:

Nariel Davis

Caroline Monnin

Shawn Hendrikx

Eva Fischer

Advisory committee:

Yimin Chen

Shawn Hendrikx

Genny Jon

Mark-Shane Scale

Nariel Davis

09:00am to 09:50 am

NCB 113

Introductory notes

Keynote Speech: Let's Play! Information in Video Games, Caroline Whippley

In life, we are surrounded by information in everything that we do, whether it is for school, work, play, or everyday life. Video games are no exception: information is ubiquitous in the gaming environment, presented through visual, audio, and textual means. Players are in a constant state of learning, and thus frequently in need of information. Textual, graphical, and audible information work together in the game space, creating an information system. This information system provides functional, narrative, and navigational information, as well as an immersive experience in the game world. In video games, information seeking is a very interactive experience.

The ways information is sought, shared, and used in video games is only beginning to be explored. This presentation will outline how information is presented in games, as well as the various ways in which information seeking may occur in the game space. It will also review the results of my preliminary doctoral research, which has primarily focused on information practices in the Massively Multiplayer Online Role Playing Game, World of Warcraft.

Caroline Whippley (also known as Mercedys in-game) is a doctoral student in library and information science at The University of Western Ontario. She holds an MA in Anthropology. She has been playing video games as long as she can remember and wears her gamer badge with pride. Caroline has been conducting research on games since 2007, exploring notions of community, gender, sexuality, and race through her anthropology research. She is currently engaged in research with information practices, and non-text information in games. She is the current Chair of the American Society of Information Science & Technology Student Chapter at Western and a recipient of a 2011 ASIS&T New Leaders Award.

10:00am to 11:00am

NCB 113

Beyond Genre: Rethinking Music Organization and Recommendation,
Jason Neal

Many music-related entities, including record manufacturers, retailers, music publishers, and libraries, have inconsistent genre categories. The same piece may be categorized in different genres, and genres may appear at different hierarchical levels among individual taxonomical structures. Directly or indirectly, however, genre continues to operate as the primary means of indexing music surrogates and content.

Even though they appear to draw upon genre, recommender systems actually use collaborative filtering algorithms, which take into account what visitors tend to purchase, view, rate, or listen to together. As a result, users who want to explore music from an unfamiliar genre cannot use favourite pieces as a starting point. Furthermore, users with pre-existing cross-genre tastes tend not to receive recommendations that reflect the complexities underlying their listening inclinations. User-generated content, including tags, could enable recommender systems to transcend such limitations. Despite their potential, tags also tend to focus on genre, and they reflect the preferences of websites' user bases.

The privileged position of genre in music categorization, along with assumptions that perpetuate its primacy, poses challenges to the development of more dynamic recommender systems. Some studies have developed small-scale versions, but research remains relatively limited. Drawing upon an array of musical and extramusical facets, a more fully-developed system could facilitate the discovery of "similar" works from genres portrayed as very different (such as "classical" and "popular" music, broadly speaking). Contributions could come from both music experts and so-called "naïve" listeners, highlighting cross-genre similarities that derive from their experiences and knowledge.

Jason's first library job, also his first job ever, was as a student assistant at Ohio Wesleyan University's science library. After receiving a B.A. in History, he worked for a year at Wal-Mart before being hired as a circulation assistant position at the Williams County Public Library in Bryan, Ohio. Both family and opportunity, as well as a desire for a living wage, brought him to Denton, Texas, where he obtained an MLS at Texas Woman's University. Upon graduation, he worked for nine months as a temporary librarian at the University of Texas, Arlington, the largest city in the U.S. that still lacks mass transit. After that, he obtained a subject librarian position at the university's Science & Engineering Library, acting as a librarian for several engineering fields and Physics.

A student in the LIS doctoral program, Jason is preparing for his comprehensive examination, which consists of reading thousands of pages related to his research interests, writing about them over the course of a week, and talking about them with a committee afterwards. Taking an LIS perspective, Jason's research focuses on similarities that can exist among different types of music.

NCB 293

Because I am Not Here, Selected Second Life Based Art Case Studies,
Gerardo Toledo

Second Life (SL) is an on-line virtual world 'inhabited' by avatars that are designed by actual life users (SL residents). In SL identity, sociability and subjectivity are important and permanent aspects of the goal of having a second (virtual) existence.

My doctoral thesis (in progress) is centred on the work of 4 artists in SL and how they play with autoempathy (sympathy for yourself as avatar), identity an subjectivity in the liminal shifting of aesthetic regimes (that rely upon temporalities rather than spatialities) present in their SL artwork. This is what Anna Munster calls the distribute aesthetics of virtual worlds.

Lacan Galicia, my avatar in SL, works in four case studies concerning these subjects. The expected findings of my research can contribute to the discussion of the theories of digital aesthetics and interactive virtual worlds at large.

Gerardo was born and raised in Mexico City, but is now a Canadian citizen. His background is eclectic: he holds a BA in Visual Communication Design (Metropolitan Autonomous University) and an MFA in Visual Art (National Autonomous University of Mexico). He is currently a doctoral candidate in Media Studies at The University of Western Ontario. He has taught and researched design, visual arts, and semiotics for over 25 years, both at undergrad and graduate level (at the UAMA). He has been a freelance graphic designer since 1975, and has published academic work and exhibited artwork extensively.

BREAK

11:00am - 11:15am

10:00am to 11:00am

NCB 295

Reading in India: Reflections on Literacy,
Nariel Davis & Jen Ford

This summer Jen and Nariel are working with an organization in India to examine the current situation of literacy training for first generation learners, and the landscape of the vernacular publishing industry in India. We will discuss our work in India, and reflect on international librarianship.

Although India is a diverse country, books written in regional languages are lacking. Jen hopes to explore the nature of publishing in India and how the availability of vernacular language books effects language preservation.

Nariel is going to explore literacy programs for first generation learners. These students may not have had any exposure to print, and may be learning English for the first time. Nariel will explore what other organizations are doing to help these children learn to read, and what programs might be put in place to encourage a love of the written word.

By presenting on our work in India we will be able to demonstrate how change making in information science is not limited to North America or to Western culture.

Jen is an MLIS student who anticipates graduating December 2012. She has completed a co-op at Natural Resources Canada in information management and an eight month placement at the Ryerson University Library, focusing on reference and journal licensing.

She has been co-chair of communications for Librarians Without Borders, and has participated in an LWB service learning trip to Guatemala in 2011.

Jen has an Honours Degree from Trent University in Cultural Anthropology, and is interested in international librarianship, copyright and information literacy.

Nariel is a MLIS student in the final term of her degree. She grew up in rural Northwestern British Columbia and completed her undergrad at Canadian Mennonite University in Winnipeg with a BA in English and a minor in Mathematics. While at CMU she spent a summer working and studying in Senegal.

As part of FIMS she has participated in multiple student groups, including LWB, CLA, SLA and PLG, and has taken part in an eight month co-op with Environment Canada. She anticipates graduating in August 2012 with a concentration in user services.

Jen and Nariel are currently participating in an internship with Hippocampus Reading Foundation in Bangalore India, where Jen is examining vernacular publishing, and Nariel is exploring literacy programs for first generation learners

NCB 454

Representing Librarians: The foundation of a National Librarians' Association,
Jennifer Szwec & Andrew Lockart

This summer we will be working with an organization in India to examine the current situation of reading aloud techniques, and the landscape of the vernacular publishing industry in India. We would like to discuss our work in India, and reflect on international librarianship.

Although India is a diverse country, books written in regional languages are lacking. Jen hopes to explore the nature of publishing in India, and what the impacts of rapidly changing technologies, such as ebooks, might mean for this industry.

Nariel is going to explore read aloud techniques and potential best practices. Are there best practices already in place? How can the read aloud program become more innovative? Are there new techniques or practices being developed?

By presenting on our work in India we will be able to demonstrate how change making, in information science, is not limited to North America or to Western culture.

Jennifer will achieve an Area of Concentration in Academic Librarianship before completing Western University's Master of Library and Information Science program in December, 2012. She holds a Bachelor of Arts (Honours) in English Literature and a Master of Arts in Literary Studies from the University of Waterloo. She has also completed work at the doctoral level in the Production of Literature at Carleton University (through the Department of English Language and Literature). Her non-LIS graduate work has focused on Restoration drama, most recently with an emphasis on the lived experiences of older actresses and depictions of older women on stage (to which she will happily return for an assignment in Web Design and Architecture). She has had the good fortune of working at Bracken Health Sciences Library (Queen's University) for two terms as a co-op student. Jennifer is currently employed part-time at the Faculty of Information and Media Studies' Graduate Resource Centre where she is working on a rare materials project. When she isn't being an information detective, she likes to watch sleuths in shows such as Murder, She Wrote; McMillan and Wife; and Rosemary and Thyme.

BREAK

11:00am - 11:15am

11:15am to 12:00pm

NCB 113

Librarians without Borders - Service Learning in the Field of Librarianship,
Darcy Crum, Sarah Isbister & Monica Gagne

This presentation will introduce the work of Librarians Without Borders-UWO Chapter to the FIMS community. We will discuss the history of LWB, our mission & values, and the projects our chapter is currently involved in, such as our partnership with the Kettle and Stony Point Library and the Miguel Asturias school in Guatemala. As an organization we aim to improve access to information regardless of circumstances. In addition we will talk about the benefits of service learning for students in the MLIS program.

Monica Gagne is from London, Ontario; she is in her third term of the program and is the current SLA student group chair. She completed a Bachelor of Arts with an Honours Specialization in Social Justice and Peace Studies and a Major in Criminology from King's University College at the University of Western Ontario. Throughout her education, Monica has sought opportunities to enhance her theoretical knowledge through experiential learning; she has travelled on international volunteer projects to Ecuador, New Orleans, Tanzania, and the Canadian Arctic. Most recently Monica volunteered with Librarians without Borders (LWB) in Guatemala. During this session Monica will share her LWB volunteer experiences at the Miguel Angel Asturias Academy Library, she will also reflect on the insight she has gained about what makes LWB's partnership with the school an effective way to support information and literacy needs in Guatemala.

Darcy Crum is from Maple Ridge, British Columbia. She completed a B.A. in French and Québec History with a minor in psychology from Bishop's University in Sherbrooke, Québec. Darcy spent the winter semester of 2010 on exchange in Tours, France. She is doing an Area of Concentration in Public Librarianship with the goal of becoming a children's librarian.

Sarah Isbister is a MLIS student in her second semester of the program. She is a graduate of the University of Victoria with degrees in History and Middle Years Education. She has four years of experience working in circulation at the Greater Victoria Public Library. Prior to this program, Sarah taught Science, French, and Physical Education in Europe at an International School.

NCB 293

They came from... The Internet! What are trolls and why should we Care?,
Yimin Chen

In the early days of its public life, the internet was the domain of geeks, freaks, and "uniques" - computer enthusiasts, pornography aficionados, and anime otakus - not the mainstream, is what I'm saying. In those heady days of the world wide wild west, these very peculiar kinds of people created some very peculiar kinds of communities, each with their own particular set of mores, customs, and quirks, and the interactions between these early adopters contributed to the emergence of a distinct, new kind of culture. "On the internet," as the adage goes, "nobody knows you're a dog." "Online," as a place, is markedly different from "offline," and, as more and more people step unsuspectingly into what was once the wired world of weirdos, there are bound to be clashes.

The practice of "trolling" is but one example of this mismatch of digital generational mores, but an important one. "Trolling" has been used as a label for everything from flaming, harassment, and cyber-attacks to practical jokes, hacktivism, and multimedia mash-ups. How do we make sense of an activity that runs the gamut from criminal to comical? Is "trolling" harmful or harmless? Are people even referring to the same things when they talk about "trolling?" As the world grows ever more interconnected and hyperlinked, it becomes ever more important to reconcile the online with the off and to understand how each affects the other.

In this talk, I will be presenting an overview of trolling with reference to popular and academic discussion on the topic, along with examples from the web. Much of the discourse around information literacy revolves around topics of usability, online searching, and security, but there is relative paucity of work addressing matters of culture. The attitude of the "internet" is profoundly different from "IRL" and there are specific challenges in adapting to the idiosyncrasies of the online cultural environment which warrant inclusion in the greater information literacy conversation.

Yimin is a PhD student in the Faculty of Information and Media Studies at the University of Western Ontario. Driven by a long-standing fascination with the Internet and its communities, cultures, and quirks, his current research revolves around Internet trolls and trolling. He has been told on more than one occasion that he looks like Jackie Chan.

LUNCH
Poster Sessions
12:00pm - 1:00pm

11:15am to 12:00pm

NCB 295

PLoS ONE: An Open Access Case Study,
Jacqueline Kreller

This presentation will explore the many aspects of Open Access (OA) scholarly scientific publishing by using PLoS ONE (<http://www.plosone.org/home.action>) as a case study. PLoS ONE, a Creative-Commons licensed, peer-reviewed journal published by the Public Library of Science, publishes articles from all areas of science and medicine. It employs an “author-pays” system of OA and covers the costs of publication by publishing a large volume of articles. While a prestigious journal like Nature rejects 90% of submissions, PLoS ONE is much less selective, rejecting just 30% of submissions. This low rejection rate is explained by PLoS One's less-intense peer-review process, which checks articles for scientific rigor but not importance. The thought behind this “light” peer-review process is that crowd-sourced “post-publication review,” which takes place in online comments, blog posts, and other social media, will determine how novel and important an article is.

Critics of PLoS ONE argue that this process is inadequate; without the reviewers and editors of traditional journals separating the wheat from the chaff, the scholarly scientific record will be flooded with mediocre articles of questionable value. They also argue that PLoS ONE is simply a “cash cow” that uses eager-to-publish, CV-padding researchers' money to support the more prestigious, traditional, and expensive-to-publish PLoS Medicine and PLoS Biology journals.

In addition to a thorough exploration of the pros and cons of PLoS ONE's model of OA, the presentation will give brief primers on the scientific peer-review process and the economics of OA.

Jacqueline Kreller is a third-term MLIS student at Western with a strong interest in academic science libraries. She holds a Bachelor of Science with a specialization in Environmental Hydrogeology from the University of Waterloo. She has worked as a field technician and environmental scientist in academic, government, and consulting settings; immediately prior to beginning the MLIS program, she spent over a year teaching English in Japan. Her interests include scholarly communication and information literacy instruction. She is excited to be giving her first presentation at a professional conference.

NCB 454

Learning Objects for Information Literacy Instruction,
Sandy Gallipeau

What can academic libraries offer to help meet the information literacy needs of large classes as well as distance education and commuter students? Learning objects are one ways to offer a range of learning modules that can be added to a library websites or embedded in learning management systems. Join me while I share the findings from my co-op work term in the University of Guelph

Library. In my presentation, I will discuss instructional system design models and best practices that can be applied to creating learning objects. I will also show some examples of learning objects that are freely available from vendors and open online communities.

Sandy is a MLIS candidate completing her final term in the program at Western University. She has just returned from an eight month co-op placement at the University of Guelph where she was a member of the Learning and Curriculum Support team. While at Guelph, she provided research help at the desk and through Scholars Portal Ask Chat service. She was also a member of the Learning Objects team and the Subject Guides team; and participated in the Data Resource Centre Learning Objects initiative and the User Experience Boot Camp. Previously, she completed a B.A. in Recreation and Leisure Studies at the University of Waterloo, focusing on museums and archives. She also has 10 years experience in the IT industry as a Software Quality Assurance Analyst for an enterprise application lifecycle management platform that coordinates and manages all activities and artifacts associated with developing software.

LUNCH

Poster Sessions

12:00pm - 1:00pm

LUNCH

Poster Sessions

Danielle Lee-Muma

'Predicting' the Future of Library OPAC: Assistive Technologies for Everyone

Word prediction, unlike the broader area of predictive text which can include T9 language for cellphones without full keyboards, is intended to make typing easier in augmentative and alternative communication for individuals with cognitive and physical impediments (Garay-Vitoria and Abascal 2006, pg 188). While word prediction is intended for AAC, it has potential to alleviate or eliminate the disconnection between library patrons and the Library of Congress Subject Headings used by librarians in cataloguing. Library users often use keywords instead of subject headings because they do not understand the use and syntax of the Library of Congress Subject Headings. By linking social media tags which are created using natural language to LCSH, it is possible to predict the subject heading for the materials that the user hopes to find.

Danielle Lee-Muma recently graduated with her Master of Library and Information Science. Currently she volunteers at the London Public Library instructing patrons on the use of technology, and at the Stratford Shakespeare Festival archiving audiovisual materials. Danielle is deeply interested in technology for libraries, and hopes to be a part of building an accessible future.

Jennifer Robinson

Put the User First

Consultation with user groups is imperative in designing effective web sites to meet consumer information needs. An examination of literature and select resources in fields as diverse as archives and health provides insight into how information providers can involve users as co-creators and indicates the consequences of not doing so. Archival web sites are used by consumers with varying levels of archival knowledge. Virtual historical information services must attempt to attract non-users and develop an interface which addresses the needs of novice and expert researchers. Mental health web sites which target adolescent audiences must also be cognizant of the needs and interests of their consumer group as well as others involved in the health care process such as health care providers. Both types of information services benefit from treating their respective user groups as collaborators in shaping their virtual service delivery platform.

Jennifer Robinson is a former technophobe who now has an inexplicable interest in technology. She is familiar with various educational and healthcare software applications in former teaching and technical roles. She helps patrons use word processing and internet applications as a computer coach at London Public Library. An MLIS student in her third term, Jennifer is taking mostly technology courses. Principles of Human Computer Interaction (user studies) and Web Design & Architecture (website appeal & function) will inform her presentation. She is now getting her hands dirty by working on a website of her own. Jennifer appreciates the amount of work it requires!

Sajni Lacey

Crisis Culture in Librarianship: Are We Digging Our Own Grave?

This poster provides a concise overview of the discourse currently available on the crisis culture in librarianship and tries to understand why librarians are constantly indicating how their own demise will occur. What is apparent is that librarians and the wider library community can provide many examples of why they are not becoming obsolete, however while doing this they are also giving ample evidence of how they are. Many of these arguments revolve around issues of how technology is making the role of the librarian in a physical library unnecessary. Others argue that this actually demonstrates an even further need for the skills and talents of well-educated professional librarians. These arguments are also reflected in the fears of the current economic downturn and what cuts to library funding at all levels means for the professional librarian. Finally, this can be examined in how librarians communicate with each other and the differences in this communication between academic and practice librarians.

Sajni Lacey was born and raised in London and is in her second term at Western University in the Master's of Library Science and Information Science program. She completed her undergraduate degree at Huron University College in 2011 with a double major in history and psychology. Though still new to the field Sajni has enjoyed engaging in many of the debates facing the field of librarianship and looks forward to her future in this profession.

Margaret (Peggy) McEachreon & Sarah Barriage

Special Collections in the Pride Library (UWO): The Closet Collections and The Queer Graphica Collections

The Closet and the Queer Graphica Collections consist of mostly homosexual erotic pulp novels and comic books. The projects to organize, catalogue, and create subject access to these collections have been driven by volunteers and work-study students. Original descriptors have been used to provide subject access to these works

Peggy McEachreon and Sarah Barriage are both recent graduates of the Master of Library and Information Science program at the University of Western Ontario.

Peggy was the volunteer Project Manager for the Closet Collection at the Pride Library, and is currently a Librarian Intern in Children's Services at the Saint John Free Public Library in New Brunswick. She can be reached at peggy.mceachreon@gnb.ca.

In her position as a work study student, Sarah completed work on the Queer Graphica Collection. Sarah is currently a Public Services Librarian at Augustana Campus Library, University of Alberta.

LUNCH

Poster Sessions

Alan Kirkpatrick, Katie-Scarlet Macgillivray & Jennifer Szwec

Media Capture: Assessing Patron Feedback at the London Public Library

Ensuring patron satisfaction is a critical aspect of librarianship. Libraries must strive to provide services and programs with which patrons express satisfaction. To do so, librarians must develop ways to collect data to learn what patrons think of their library and to assess whether patrons are expressing positive or negative feedback.

Patron perspective is currently measured by the London Public Library (LPL) through Balanced Scorecard Reports (BSC). These reports synthesize important quantitative information about library use. However, while this data can inform LPL of patron's usages of facilities, it does not offer insight as to the motivation behind patron actions.

Media capture is a systematic approach to monitoring and analyzing messages about the London Public Library (LPL) that can be found in the media and general public. It involves regularly obtaining, recording, and analyzing the content, tone, and theme of online news articles, blogs, Facebook wall comments, and Twitter feed comments.

Conducting a media capture allows libraries to assess patron feedback, better understand their online presence, and gauge what patrons and the online community are saying.

An example of a one week media capture was conducted. Our presentation will explore the results and demonstrate the value of conducting a media capture.

Katie-Scarlett MacGillivray is half way through the MLIS program at FIMS, currently on co-op at the University of Windsor's Leddy Library. She holds an Honours Specialization degree in English from The University of Western Ontario, and a Master of English degree from Brock University. In her second term of the MLIS program, she worked at the GRC, providing assistance to FIMS' students and faculty, and learning acquisitions and collection development. Her co-op experiences include in-person, online and phone reference service, attending technology conferences, research, public relations work, and collection management. Her interests include information literacy, institutional repositories, and technology.

Alan is in his fifth term of the MLIS at the University of Western Ontario. He holds a Bachelor of Arts from the Vancouver Island University where he majored in Canadian History and minored in English Literature. Since beginning the program at UWO, he has had the opportunity to work as a co-op reference librarian at the Transport Canada Library in Ottawa and as a Student Assistant Librarian at the Faculty of Information and Media Studies Graduate Resources Centre. His interests include special librarianship, open access, and Canadian copyright law.

Chantale Pard

Nerdfighteria: A Case Study in Young Adult Information Seeking Behaviour through Social Media Use

Presentation of a research study exploring the information seeking behavior of young adults (ages 13-25) who participate in the online community of Nerdfighteria through a number of different social media outlets such as YouTube, Twitter, Facebook, Tumblr, the Ning, Wikis, and Forums. Nerdfighteria is an online community originally created by a 2008 YouTube video project called "Brotherhood 2.0" (<http://www.brotherhood2.com/index.php>) where young adult author John Green and his brother Hank restricted their communication to each other for a year by only sending each other daily, public, YouTube videos. These videos created a massive following and soon went viral. Today, with over 635,000 YouTube subscribers and over 1,000,000 Twitter followers, they continue to make weekly YouTube videos, as well as many other contributions to the online community through social media.

After completing her B.A. in English and Irish Studies from Saint Mary's University in Halifax, Nova Scotia, Chantale Pard worked with the Community @ccess Program for Alderney Gate Public Library as an IT Instructor teaching computer basics, social media, and eReaders. She is now in her second term of Western's Master of Library and Information Science program, after completing a Co-op term at the Transport Canada Library in Ottawa as a student reference librarian in Winter 2012. She recently received a Knowledge Ontario askON Internship, where she will provide virtual reference to Ontario library patrons starting in Fall 2012, while also working part time at Western's Map and Data Centre reference desk.

1:00pm to 2:00pm

NCB 113

The Habitus of the Hood and Media Studies,
Chris Richardson

“The hood” embodies both the utopian and dystopian aspects of low-income urban areas. It represents an awareness of community, an enclosed space in which residents are united in their daily struggles. It also signifies an isolated, marginalized, and often-criminalized space that appears frequently in fictional and non-fictional media representations. The popularity of the word hood, here slang for neighborhood, is generally associated with the emergence of hip-hop culture in the 1980s. The word also became highly visible after a series of “hood films” were produced in the early 1990s. The most popular of these films were John Singleton's *Boyz n the Hood* (1991), Ernest Dickerson's *Juice* (1992), and the Hughes brothers' *Menace II Society* (1993). But today, “the hood” signifies much more than the young, predominantly black subculture in North America from which it originated. This presentation explores how the hood is conceived within the lived experiences of residents and within mediated representations in popular culture. In much the same way that French sociologist Pierre Bourdieu describes his concept of habitus, I argue that the hood is “a past which survives the present and tends to perpetuate itself into the future” (Bourdieu, 2007, p. 82). Here, I explore that relationship to history, particularly as it can be framed within a Media Studies perspective.

Chris Richardson is a Doctoral Candidate in Media Studies at The University of Western Ontario. His research builds on his Bachelor of Journalism from Ryerson University (2007) and his Master of Arts in Popular Culture from Brock University (2008) to investigate representations of crime in journalism and popular culture. His recent publications include “‘Can't Tell Me Nothing’: Symbolic Violence, Education, and Kanye West’ in Popular Music and Society, ‘Defining Suburbs: Representation and Symbolic Violence Just Outside the City’ in *Public: Art, Culture, Ideas*, and “‘Gangs’ as Empty Signifier in Canadian Newspapers’ with Liam Kennedy in *The Canadian Journal of Criminology and Criminal Justice*. He is the co-editor of *Habitus of the Hood* (2012) with Hans Skott-Myhre and *Covering Canadian Crimes: What Journalists Should Know and the Public Should Question* (forthcoming) with Romyne Smith Fullerton.

NCB 293

I,Book: Longform Journalism & Tablet Computing,

Matt Duserbury & Gillian Wheatley

The future of journalism will not be written in ink or printed on paper. With the rise of tablet computing, the trade will become digital, interactive, and always available. This spring, the Master of Arts in Journalism students at Western University took the first steps toward ushering in this new era.

In conjunction with Canadian news organizations theyee.ca and rabble.ca, these students pioneered the use of the tablet for long-form journalism in the country, designed for Apple's iPad. The results were nothing short of revolutionary.

Please join us for the considerations, pitfalls, and lessons learned when reinventing journalism for a new century. And of course, there will be hands-on demonstrations of the finished products.

If you want to experience the future of journalism, this session is a must-attend.

Gillian Wheatley holds a Bachelor's degree in Political Science from Queen's University in Kingston, while her partner, Matt Dusenbury received his B.A. in Media, Information, & Technoculture with Honours from UWO, and has a post-graduate diploma in music and audio production from Fanshawe College.

This spring, the two graduated from Western with Masters of Arts degrees in Journalism. It was during the final months of the program that Gillian and Matt spearheaded an initiative in conjunction with TheTyee.ca and rabble.ca to bring — or perhaps “drag” — journalism into the 21st century, using a platform already in the hands of millions around the world: the iPad.

1:00pm to 2:00pm

NCB 295

NCB 454

LIGHTNING TALKS
(see pages 14-15)

Playing in the Sandbox Together: The Relationship between Research and Practice,
Caroline Whippley (see p. 3) & Liam Whalen

Library and Information Science (LIS) is a rich and varied community, made up of people involved in practice, working in libraries or industry, and research, which largely occurs in academic institutions. People in this field may be involved in a number of different activities, such as librarianship, teaching, research, and theory. While many of the issues examined in research and practice often intersect, there is a lack of communication, collaboration and integration between those involved in the two areas. This is reflected in the current publications available in the LIS field. Journals tend to be directed at either researchers, or practitioners, but not both audiences. While some are working to see this changed, it is an ongoing and challenging process.

There are many questions that surround the relationship between practice and research. How should we operationalize “research”? What are motivations and barriers for research in academic and library settings? How can we better facilitate communication between practitioners and researchers? What can practitioners and researchers learn from each other?

This roundtable discussion will encourage discussion of how we, as members of the LIS community, can better facilitate relationships between research and practice, so we can all “play together in the sandbox.” At the end of the discussion, the discussed ideas will be reviewed and recorded. A document will then be compiled by the moderators and sent to the American Society of Information Science & Technology Board of Directors, as they are currently seeking feedback of how to better integrate research and practice.

Liam Whalen is a Master of Library and Information Science student at Western University. He is also a graduate of Western's Media, Information, and Technoculture program. Liam has worked as a website programmer and application developer in London, Ontario. During his spare time, Liam creates websites for his own use, and he hosts the website for Western's Association of Role Players (<http://warp.portents.ca>). Recently, Liam has been experimenting with Drupal on his webserver (<http://www.liamwhalen.com>), and he hopes to partake some of what he has learned in his Drupal workshop. Additionally, Liam is also a member of the American Society for Information Science and Technology (ASIS&T) and Western's student chapter of ASIS&T. When he is not coding, Liam likes to read Science Fiction and Fantasy novels. Currently, he is addicted to Diablo 3.

1:00pm to 2:00pm

NCB 295

LIGHTNING TALKS

Carey Toane

Tell me what the poets are doing: An investigation of the library usage habits of the Toronto poetry community

The Toronto poetry community is fundamentally grassroots in nature, composed of myriad sub-factions connected through a dozen small presses and an endless stream of events including reading series, book launches, festivals and events. I was intimately involved in this community for three years from 2007 to 2010. During this period, I attended exactly one poetry event at a public library. I started to wonder: are poets in the libraries? Why or why not?

Poetry readership habits of adults have not been widely researched in English-language scholarship in recent history. The closest parallel I identified to the small, niche community of poetry readers was foreign-language speakers (Cf. Dali, 2004). My main research question has two parts: What are the characteristics and patterns of English-language poetry readership in Toronto, and how are these connected to library usage and library-based poetry events?

This study seeks to describe this community in more detail, and examine the extent to which their needs are being met by the library poetry holdings and poetry events. The survey instrument addresses reading poetry for leisure, professional development and studies; public library use; bookstore use; book collections at home; and reading series to assess the respondents' feelings, actions and motivations in regards to poetry both inside the library system and out.

The majority of respondents read a large amount of poetry in English, and overwhelmingly by Canadian authors, for leisure and work purposes. The blurring of personal and professional relationships to poetry is evident. They are frequent users of library spaces and collections for research and leisure reading, but not often for poetry; many of these people are getting their poetry books and attending poetry events elsewhere in the city.

At the same time, poetry is getting harder and harder to find these days. The 2008 Turner-Riggs study of the Canadian book distribution market unequivocally states that “smaller firms have a relatively limited field of potential distributors to choose from, and that their ability to access effective distribution has a significant bearing on the ease with which the books they publish can be discovered by Canadian consumers” (54).

These findings have implications for collection development and library support of contemporary Canadian poets and publishers. This presentation will relate the primary findings, in an attempt to identify and describe themes found through responses to 59 questions included in the survey. Where relevant, quotes from individual respondents have been included.

Carey Toane graduated with a Master's of Library and Information Science from Western University in April 2012. She is also a journalist, editor and poet, and holds a Bachelor's of Applied Arts in Journalism from Ryerson University, and a Master's of English Philology from the University of Helsinki. She has been involved with the Toronto literary community for five years, as a reading series host, small press publisher and literary festival executive committee member. Her first collection of poetry was published in fall 2011.

1:00pm to 2:00pm

NCB 295

LIGHTNING TALKS (continued)

Nicole Palanuk

Innovative iPad use at Mohawk College Library

In response to the question posed on the conference website "What is the relationship between information and technology?" I would like to do a short lightning talk on my co-op experience at Mohawk College Library. I would like to focus on the innovative ways that the library is using technology to reach students. In particular I would like to talk about my personal experience using the iPad to perform roving reference duties and as a tool to survey students for their feedback and for research purposes.

Based on Ms. Palanuk's personal experience as a co-operative education student, the focus of this presentation will be on the innovative ways Mohawk College Library is using the Apple iPad to reach students. The speaker will discuss her experiences using the iPad to perform roving reference duties, as a tool to conduct in-person surveys, and the educational apps made available to this new technology's users.

Emma Wilson

Tweets from the Renaissance: Intergrating the Rare Book Library into the Modern Digital Classroom

I propose a lightning talk about my teaching experience integrating digitized rare books, and specifically digitized handwritten marginalia from the Renaissance into the classroom and online discussion sessions, presenting this as a key method by which information and technology can function as powerful pedagogical tools to enable students to have an interactive, fun, and crucially verstehen encounter with texts from the 1500s and 1600s which may otherwise seem remote from the modern classroom. I will argue that my work in this field uses innovation in information and technology to expand on the groundbreaking Gertzian bibliographic study of Gabriel Harvey's marginalia conducted by Anthony Grafton and Lisa Jardine (1990), and to bring this close encounter with what I would term Renaissance Tweets, the handwritten margin notes left behind by readers from c.1550-c.1680, directly to students both in the classroom and also critically online via Blackboard (and comparable systems).

To do this, I showed my students digitized images of the handwritten notes written by students roughly the same age who were writing in the 1600s; wherever possible I shared digital images of manuscript notes on the same books we were studying in our classroom, and then using the discussion board features of Blackboard set the students the task of writing short notes or, effectively, Tweets, in return to their Renaissance counterparts. The results of this approach were striking in bringing Renaissance readers to life for my classes, and I propose to present my experience as a lightning talk which highlights the benefits of engaging with the interactive features of rare books, i.e. their marginalia, and pairing this with the interactive features of Blackboard and other similar pedagogical technologies to enable much greater student involvement with the texts they are studying, by way of Tweets both to and from the Renaissance.

Dr. Emma Annette Wilson gained her Ph.D. on "Milton's Use of Logic in Paradise Lost" at the University of St. Andrews (UK), and has worked as a Postdoctoral Fellow in English departments at UWO and the University of Pittsburgh. She has edited a collection of essays on logician and pedagogue Petrus Ramus published by Ashgate Press in 2011, and is working on a further essay collection and a monograph history of logic 1543-1724. She is currently undertaking the MLIS to work on the use of technology in rare book studies.

2:10pm to 2:40pm

NCB LAB A

NCB 293

French language Reader's Advisory,
Eva Fischer

Multilanguage collections in urban public libraries are the way of the 21st century. A fact reflected by many of the bigger library collections (e.g. Toronto Public Library, London Public Library, Vancouver Public Library, Bibliothèques de Montréal, etc.). We are taught in library school that collection development of these languages, other than French and English in Québec, and other than English everywhere else in Canada, will be done with the help of community leaders and other liaisons. But what happens once the books enter the library?

Entire sections of library collections and websites are dedicated to the service of reader's advisory, in the language of the library, with sometimes a few rare resources dedicated to other languages. The limited number of resources for languages from distant places such as Chinese, Russia, Germany, this might be understandable. Items from these locations are already complicated to collect, not to mention evaluate. In the case of a language such as French, librarians have no excuse for not providing better reader's advisory service, if under no other form than as tools that the patrons can access themselves, especially considering the rich resources of French-language literature located in the province next-door. If we are willing to borrow so much from our Anglo-American neighbours, the least we can do is have similar exchanges with our French-Canadian neighbours.

This presentation is thus dedicated to presenting a series of reader's advisory tools that could be included in any urban, multilingual 21st century library in Canada that wishes to provide better, easily accessible service to their French-language reading patrons.

Eva Fischer has a bachelors and masters in Earth Sciences from Laval and Brock University. She recently graduated from the MLIS program at the University of Western Ontario, with a specialty in Services to Library Users. Her fields of interest are adult reader's advisory, multilingual collections as well as genealogical research and local history reference services.

BREAK

2:40pm - 3:00pm

2:10pm to 2:40pm

NCB 295

Resource Description and Access: Cataloguing for a Changing Environment,
Breanne Bannerman

With the continuous introduction of new media types and electronic methods of accessing information, library cataloguers have been faced with the challenge of adapting traditional cataloguing rules, based on the book and developed for the card catalogue, to the electronic age and the corresponding media types and OPACs. The Anglo-American Cataloging Rules (AACR) have been the standard rules used by cataloguers since their original publication in 1967. Even with the introduction of AACR2 in 1978, along with smaller updates, these rules have still been problematic, not only for library cataloguers, but also for library users in the electronic age. Resource Description and Access, or RDA, is the proposed answer to the problems associated with the use of AACR2 in the current electronic environment. Initially referred to as AACR3, the name was later changed to RDA to signify the change in the cataloguing standard; AACR2 was based on ISBD, but RDA is based on FRBR. Furthermore, RDA, as Moore explains, is “geared towards the cataloging of electronic resources...” and is designed as a web-based tool, which is a significant change from AACR2. Furthermore, RDA proposes to change our understanding of what a library catalogue is, and take it from the traditional idea of an inventory of a collection, to a tool that promotes and encourages the discovery of unknown items. This presentation, then, will offer a thorough overview of RDA and discuss the proposed benefits of the new cataloguing standard, as identified in the relevant literature, and synthesize the arguments against these benefits, as well as against RDA as a whole.

Breanne Bannerman is originally from the Winnipeg area and obtained her Bachelor of Arts degree in Classics from the University of Manitoba. While an undergraduate, she participated in a Study Abroad program where she attended the Universidad Latina de America in Morelia, Mexico. Having spent a term immersed in local Mexican culture, Breanne furthered her skills in the Spanish language, while expanding her appreciation of other cultures. Toward the end of her undergraduate career, Breanne developed an interest in pursuing graduate studies, and through discussion with colleagues, she learned about the MLIS program. She is currently in her third term at Western.

NCB 454

Depositing Data: The Role of Libraries in the Preservation of Born Digital Canadian Government Documents,
Christine Pugh

Canadian government information is changing. The April 2012 federal budget included winding down Publications Canada. By 2014, the documents it traditionally published, along with those of many other author departments, will be published only in electronic format. Although this creates new opportunities for access, and the publications will still be available to all libraries with an internet connection, at the same time, it begs questions about preservation. Who will take on the responsibility for long term archiving and storage of this digital information? That task has traditionally been the role of Full Depository Libraries, who received a print copy of all publications distributed by the Depository Services Program, and committed to maintaining and preserving these documents as permanent collections. The Canadian government's current plan is to maintain the DSP as a digital archive or virtual library of government publications, but they have no plans for actually archiving these digital publications anywhere other than DSP servers; they plan to send catalog information and links to all libraries who want them. My paper will look at possible consequences of this lack of planning. It will also suggest possible solutions, technological and collaborative, in which libraries can continue their role as guardians of our collective memories, whether printed on paper or encoded on plastic.

Christine Pugh studied Arts & Science and Religious Studies at McMaster University, graduating summa cum laude in the fall of 2010. She is currently pursuing a Master's degree in Library and Information Science at the University of Western Ontario, where she is in her second term of studies. She became interested in government information services while on a co-op work term at the Depository Services Program in Ottawa.

BREAK

2:40pm - 3:00pm

3:00pm to 4:00pm

NCB LAB A

Drupal 7 Tutorial

Liam Whalen (see p.11)

Drupal is a content management system (CMS) that has gained a lot of popularity because of its modular design and support from the open source community. This tutorial will be lead by Liam Whalen. Liam has been using Drupal for 8 months, but his practical experience is very limited. So, this tutorial will be limited as well. The tutorial will cover setting up a Drupal taxonomy, choosing a theme for your Drupal website, and creating a custom content type.

This tutorial will require the use of a computer for every individual registered. A computer lab will be reserved for this tutorial, but registrants will need a Western login in order to use the computers in the lab. If you do not have a Western login, then you will need to bring a laptop to participate in the tutorial.

The participants will get experience using the Linux command line to download a theme for their Drupal website, and, in the process, will become familiar with the directory structure of a Drupal 7 install. No prior experience with Linux is needed; users will be guided through this simple process.

There will be room for the first 10 participants to have their own Drupal account. Other participants will have to share with someone who already has an account.

NCB 293

The Benefits of Gadgets in Public Libraries,
Sarah Felkar

Many public libraries are adding gadgets such as eReaders to their collections both for loan and for demonstration purposes. Are these devices a help or a hindrance? Is it that by including gadgets and other “non-traditional” collections in public libraries, libraries and librarians are able to better meet their community needs? Are budgets being redistributed to the detriment of the core services of the library?

Through a discussion of the effects of eBooks and eReaders on reading and literacy, as well as ways in which public libraries are utilizing gadgets, we will explore the questions facing librarians about the place of gadgets within our own libraries. This presentation will include a chance for session attendees to discuss their thoughts and experiences with gadgets both in public libraries and elsewhere in information services. As well, a number of hands on demonstrations will be included to illustrate the uses of the gadgets in the public library context.

Sarah is in her third and final term of her MLIS here at Western. She holds a Bachelor of Arts from Simon Fraser University where she majored in Psychology. She also has a Diploma of Library and Information Technology from Langara College. Prior to arriving at Western, Sarah worked at the West Vancouver Memorial Library as a Library Assistant in the Community Computing Centre. There she worked with patron computer training, as well as managing the library's eReader lending program. Since arriving at Western, she has had the opportunity to volunteer at the London Public Library's Gadget Labs, as well as work at the FIMS Graduate Resource Centre on a number of technology projects. Her interests include; training & instruction, access to information, and technology.

3:00pm to 4:00pm

NCB 295

NCB 454

Promoting Open Access,
Adam Mulcaster

This presentation will provide a practical guide for new librarians for promoting open access on academic campuses. It will begin with an overview of the open access movement and how open access functions in an academic environment. It will then present a business case for open access and provide additional notes on why academic librarians should support open access. Information on the two main types of open access, gold OA and green OA, will be provided through the lens of the benefits of adopting each model for faculty and students. Gold OA (publishing in OA journals) should be marketed as a way for faculty to increase citations and improve the impact of their work. Green OA (self-archiving in online free repositories) is another option for faculty particularly in disciplines with little uptake in open access journals. It also suits students looking to improve the visibility of their thesis/dissertation and to retain access to it from anywhere in the world after they graduate. Given the benefits of the open access model for libraries, librarians must in turn be advocates for change on campus by encouraging an open access culture among faculty and students. As we educate our users about open access, particularly students, we will ensure increased uptake in the future and create a more affordable and accessible scholarly publishing system.

Adam Mulcaster is a Master of Library and Information Science candidate in the Faculty of Information and Media Studies at Western University with concentrations in academic libraries and services to library users. He also holds a Bachelor of Arts degree in history from the University of Windsor. He also completed an eight-month co-operative education placement with the Information Services Department of the Leddy Library at the University of Windsor. His professional interests are primarily in the areas of the open access movement and information literacy in libraries and beyond.

Author information

Bannerman, Breanne	bbannerm@uwo.ca	17
Barriage, Sarah	sarah.barriage@ualberta.ca	10
Chen, Yimin	ychen582@uwo.ca	8
Crum, Darcy	dcrum@uwo.ca	8
Davis, Nariel	ndavis7@uwo.ca	7
Dusenbury, Matt	matt.dusenbury@gmail.com	12
Felkar, Sarah	sfelkar@uwo.ca	18
Fischer, Eva	efische2@alumni.uwo.ca	16
Ford, Jen	jford34@uwo.ca	7
Gagne, Monica	mgagne6@uwo.ca	8
Gallipeau, Sandy	sgallipeau@golden.net	9
Isbister, Sarah	sisbiste@uwo.ca	8
Kirkpatrick, Alan	akilpat3@uwo.ca	11
Kreller, Jacqueline	jacqueline.kreller@gmail.com	9
Lacey, Sajni	slacey6@uwo.ca	10

Author information

Lee-Muma, Danielle	dlee32@alumni.uwo.ca	10
Lockhart, Andrew	alockha5@uwo.ca	7
Macgillivray, Katie-Scarlet	kmacgill@uwo.ca	11
McEachreon, Peggy	peggy.mceachreon@gnb.ca	10
Mulcaster, Adam	amulcast@uwo.ca	19
Neal, Jason	jneal6@uwo.ca	6
Palanuk, Nicole	npalanuk@uwo.ca	15
Pard, Chantale	cpard@uwo.ca	11
Pugh, Christine	pughcm@gmail.com	17
Richardson, Chris	cricha48@uwo.ca	12
Robinson, Jennifer	jrobi33@uwo.ca	10
Szwec, Jennifer	jszwec2@uwo.ca	7 & 11
Toane, Carey	careytoane@gmail.com	14
Toledo, Gerardo	ftoledor@uwo.ca	6
Whalen, Liam	whalen.ld@gmail.com	13 & 18
Wheatley, Gillian		12
Whippey, Caroline	cwhippey@uwo.ca	5 & 13
Wilson, Emma	ewilso54@uwo.ca	15



would like to extend profound thanks to our sponsors



Faculty of Information & Media Studies
Western 

MLIS

Student council