Project "ETQIL"

module

Legal issues for digital libraries

Work book

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Introduction

Focus

The focus of this module is to introduce participants to the general concept of information management and to present some key elements of the field. Information management has developed mainly in the context of private sector organizations and separately from librarianship, which is also concerned with the management of information resources, and the course will indicate how the two approaches can be harmonized. It will also help to develop skills of information management in the library for its own workforce.

Course design and previous knowledge

The course consists of three units and an assignment, and not prior knowledge of information management will be assumed. The previous knowledge or the participants as librarians will, however, be directly relevant and may be used to determine what additional contribution information management can make to their understanding of the role of information in organizations and institutions.

The three units will cover,

1) the emergence of information management as an idea and its implementation in organizations, and its current relationship to the notion of 'enterprise content management';

2) the role of environmental scanning in organizational management;

3) the information audit – a tool for improved internal documentation management. The final assignment is intended to demonstrate the students' ability to relate these concepts to their everyday work.

Learning outcomes

After completing the course, the participant will be able to

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Learning outcomes	
Knowledge	Skills
...critically assess the implications of laws and legal regulations of library networks, copyright and liability for library work	
Be familiar with the main concepts of library related laws and be able to explain how libaries are influenced and influencing the legislation in crucial areas.	Demonstrate the ability to analyse the present situation of legal regulations related to the libraries. Identify the alies for cooperation in lobby activity and the partners who can help in implementing the existing regulations.
…display an understanding of the value of legislation privileging information use through libraries and relate it to the contractual agreements (licencing) and conditions.	
Explain the relations between the legally acknowledged library rights and duties and possible legal barriers for their execution.	Analyse licencing agreements from the perspective of exemptions for libraries existing in international and national legislation and argue the case of library service.
…display a capability of building the case of library lobby related to various situations.	
Explain the role of library lobby for the provision of legal access to information through libraries and other organizations.	Analyse legal possibilities and mechanisms available for expanding the provision of information services. Argue the value of increased information provision to the public in legal terms.

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Module overview

Units and assignement	Activity	Time
Introduction to information resource management	Reading educational content	6 h
	Exercise	2 h
	Discussion seminar	2 h
Environmental scanning	Reading educational content	4 h
	Self reflection	3 h
	Doing minor assignment	3 h
The information audit	Reading educational content	6 h
	Exercise	4 h
Major assessment and the final seminar	Conducting investigation and preparing the text	7 h
	Participation in the final seminar	3 h
	Total	*40 h*

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Units

Unit 1: Introduction to information management

The first unit offers an overview of information management, or information resources management, its emergence in the US Federal Government, and its present re-emergence as *enterprise content management*.

Structure and tasks

Begin by reading the online version of the entry 'Information management' in the *International Encyclopedia of Information and Library Science (Wilson, 2002).* Consider the modern evolution of the term in the 1970s and how certain elements were evident in the field of 'documentation' from much earlier times. How far do you consider the idea overall to be simply a more recent formulation of the concept of documentation, and what differences do you perceive? A related area is records management – how do you think this differs from information management?

Consider a) whether information management is applied in your organization, possibly under another name; b) how far the information management function is integrated in the organization and how far the management of internal information resources is left to individual departments; c) is the management of internally generated information and management information from outside the organization relevant to your organization?

Now read *What is enterprise content management (ECM)?* (AIIM, n.d.). What differences do you see between this concept and information management? Is it entirely novel, or simply a technology-focused statement of the same kinds of ideas?

Exercise: The AIIM framework for enterprise content management considers the capture, storage, preservation, management and delivery of information. For your own organization consider how these functions are performed for organizational documentation. Discuss these issues on the learning platform.

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Seminar

Attend the seminar, as planned by the trainer, and discuss the following questions, contributing either voluntarily at appropriate points in the discussion, or as invited by the trainer:

How do the basic purposes of information management differ from you understanding of librarianship?

Is information management practised in your institution already, possibly under another name?

How might services to users be improved by introducing the practices of information management for internal documentation?

If the focus of enterprise content management is on electronic documents and data, what happens to paper?

Educational content

AIIM. (n.d.) *What is enterprise content management (ECM).* [Available at http://www.aiim.org/what-is-ecm-enterprise-content-management]

Wilson, T.D. (2002). Information management. In John Feather and Paul Sturges (Eds.). *International Encyclopedia of Information and Library Science*, 2nd ed.. London: Routledge, 2002. [Online version available at http://www.informationr.net/tdw/publ/papers/encyclopedia_entry.html Another version can be found at http://en.citizendium.org/wiki/Information_management]

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For a more detailed review of the current understanding of information management,

Wiggins, B. (2012). *Effective document and data management.* Farnham, U.K.: Gower Publishing Ltd.

This is also useful, although now a little old:

Choo, C-W. (2001). *Information management for the intelligent organization.* Medford, NJ: Information Today.

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Unit 2: Environmental scanning

The environment within which organizations function is complex and ever-changing and environmental scanning (and the related idea of *competitive intelligence*) has become a key part of the information management function in organizations. The environment exerts pressures on the organization from different sources – political, economic, social and technological, the so-called *PEST analysis.* Following its origins, later writers have added *legal* and *environmental* factors, to produce PESTLE (or PESTEL, or, without the legal, STEEP). All organizations are subject to these influences, some more powerful than others, and environmental scanning is intended to alert the organization to changes in the factors that may have an effect on their functions and operations.

Structure and tasks

Read James Morrison's paper on environmental scanning, which is unusual because it is intended for a college or university audience, rather than a commercial audience, to which most writing on this subject is directed. Morrison ties the concept to internal strategic planning – what strategic planning goes on in your organization, and who carries out the environmental scanning function? As Morrison notes, scanning may be carried out continuously, periodically or irregularly; which mode would best suit your institution and why?

Consider the PESTLE framework (which Morrison covers as STEEP, apart from the legal) – which factors are most likely to affect your organization, and why?

Read material provided on Jisc Infonet (http://www.jiscinfonet.ac.uk/tools/pestle-swot/) and listen to the lecture embedded in the web page.

Now take a look at the *Information Research* special issue on environmental scanning (Choo, 2001) and read Choo's paper on *Environmental scanning as information seeking and organizational learning* (or its updated version from the authors website)*.* Consider the findings outlined in Figure 2 in the paper: how far would these findings be replicated in your organization? If time allows, look at the paper by Correia and Wilson in the special issue. The authors identify the

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information climate and *outwardness* as the two characteristics of organizations that determine the extent to which information scanning is carried out. How would you define the *information climate* or your organization, and to what degree is it outward-looking, rather than inward-looking.

Use the provided query and check some sources on the YouTube to build up understanding of environmental scanning activities and information issues related to it.

Look if there are any materials relating to PESTLE analysis for libraries of different types. Why are they conducted?

Minor assignment: a scanning exercise

Form a group with another person or two who study the module (you may do it also individually). Consider just one of the PESTLE factors (choose the one that you are interested in). Discuss with your colleagues the following issues: how is that factor affecting your organization at the moment? How has it affected the organization in the past? What sources of information do you need to use to discover how that factor is changing? Check some of the identified sources and review the latest news on the identified factor. Make a short summary and share the results of your discussions and search with other groups on the learning platform (MOODLE). Look at the summaries of other groups or individual participants and comment on them.

Educational content

Choo, C.W., (Ed.). (2001). Special issue on environmental scanning and competitive intelligence. Information Research, 7(1). [Available online at http://www.informationr.net/ir/7-1/infres71.html] Updated version is available at choo.fis.utoronto.ca/fis/respub/chooimreader.pdf

JISC. (n.d.) PESTLE and SWOT analysis. [Available online at http://www.jiscinfonet.ac.uk/tools/pestle-swot/]

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Morrison, J. L. (1992). Environmental scanning. In M. A. Whitely, J. D. Porter, and R. H. Fenske (Eds.), A primer for new institutional researchers (pp. 86-99). Tallahassee, Florida: The Association for Institutional Research. [Available online at http://horizon.unc.edu/courses/papers/enviroscan/default.html]

Using the query:
https://www.youtube.com/results?search_query=environmental+scanning you can find a number of related. These are related mainly to business, but the principles apply generally.

This video - https://www.youtube.com/watch?v=LN03WRRlHwc – deals with the various forces affecting companies in the USA.

This one - https://www.youtube.com/watch?v=UT2_X5tiBWk – explains the use of census data by a Canadian public library. You can explore the other videos that result from the query to make your own discoveries.

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Unit 3: Information audit

Environmental scanning is seen as discovering information outside the information that may be of relevance. The information audit can be viewed as a means of discovering what information is produced in the organization, who produces it, where it is stored, how it is accessed and how decisions are taken about its future.

Structure and tasks. Exercise

Start with looking at the basic explanation about what is an information audit provided by the Records Management Society of Great Britain.

Today, organizational information and documentation is almost invariably produced electronically, through the use of word-processing systems; however, the issues of where documents are filed, who is responsible for them and what happens to them are as important, or perhaps more important, because of the transitory nature of electronic documents, as those issues were for paper documents. Several different audit procedures have been developed by researchers, but they have a great deal in common and the 'key questions' set out by Buchanan and Gibb (2007) can serve as a basic description of the process, i.e.,

> What information is required to support tasks/processes?
> What information systems are used?
> How is this information obtained?
> How is this information used?
> How important is this information to the task/process?
> What is done with this information?

Take some time to read the article by Huan Vo-Tran and identify if he provides anything new in relation to the previous two texts.

Exercise. Consider a task or process for which you are personally responsible and answer the questions formulated by Buchanan and Gibb and presented in this text.
What problems do you find in trying to answer the questions? What benefits might result if those questions were applied across the organization?

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Educational content

Buchanan, S. & Gibb, F. (2007). The information audit: role and scope. *International Journal of Information Management, 27*(3), 159-172. [Available at http://www.sciencedirect.com/science/article/pii/S0268401207000059]

Huan Vo-Tran. (2011). Adding action to the information audit. *Electronic Journal Information Systems Evaluation,* 14(2), 271-281. Also available for download at www.ejise.com/issue/download.html?idArticle=777

Information and Records Management Society of Great Britain (2004). Information audits guidelines. Available online at http://www.irms.org.uk/resources/information-guides/195-information-audit-guidelines

These PowerPoint presentations are also useful;

Langley, E.A. (2003). *Information audit as a holistic approach: a case study*. [Available at http://repository.binus.ac.id/content/F0174/F017431982.pdf]

Information auditing. (n.d.). [Available at http://*opini.wikispaces.com/file/view/*INFORM*ATION+*AUDITING.*ppt*]

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Major assignment

Form and size

The assignment should take the form of a report to senior management of the organization, should have an initial 'management summary' of no more than one page and, in total, be a maximum of five A4 pages, single-spaced.

Contents

You should select a work task that is of significant importance in helping the organization, or your department, or even your own work role, to meet its objectives. Explain why this task is important, how it connects to organizational aims and why it should be supported by information management activities.

Define what external and internal information resources are needed for the completion of the work task. Think of external information resources in terms of the most important environmental factors affecting the task. Provide a concrete example of such information resources.

Think of internal information resources in terms of the information needs associated with the task and identify concrete information resources and services designed to meet those needs. Finish by writing recommendations to develop or improve information support for the selected task.

Assessment and a seminar

The assignment is submitted and made available through the platform to the other course participants. This is followed by a seminar, where your assignment is briefly presented by you and then discussed by the seminar participants.

The trainer follows up by specifying strengths and weaknesses of the assignment and notifying whether or not it has passed, based on whether the assignment satisfies the specification set out above, is effectively presented by the writer, and clearly reflects the real work needs of the organization.

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The assignment deserves *special merit* if the criteria have been met on a high and critical level, if the assignment displays a capacity to imaginatively apply the ideas presented in the course, if it makes recommendations that are capable of implementation, and if the writer reflects on the long-term benefits of the proposed action.

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Course assessment

The course contains two exercises (one in a form of minor assignment), a major assignment and two seminars. The exercises are not assessed by themselves but serve to stimulate discussion generally and in the seminars and are assessed as part of these discussions. The major assignment is to be submitted and then discussed at the second of the seminars.

The successful participant is expected to have concluded the following tasks in a satisfactory manner:

- Full participation in online discussions and in the seminars, assessed by the trainer as being a useful contributor, willing to discuss their own ideas and contribute to the work of others.

- Completion of the required exercises in such a way as to demonstrate that the learning materials have been applied to a consideration of their own work situation.

- Satisfactory completion of the major assignment and showing a willingness to contribute ideas when discussing the work of other participants.

- Active participation in both seminars. 'Active' is defined as having contributed to the discussion and made presentations.

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Instructions for trainers

The course requires the participant to read specific papers and other documents, to complete exercises, and to complete a final assignment. The assignment is expected to be not only useful for the student to integrate information and develop personal knowledge of information management, but also to be of potential benefit to the organization either directly, or through increasing the individual's ability to participate in strategic planning discussions.

The exercises and the assignment are designed for individual completion, but there is no reason why they should not be undertaken by small groups (the exercise on environmental scanning recommends working in groups), if the participants find it appropriate.

The overall aim of the course is to introduce the participants to some key ideas from information management and to encourage them to think about whether these ideas would be useful to the organization and how they might be implemented. Your role in the course, therefore, is to interact with the participants to support and encourage these aims and to their learning. This includes:

- Encourage the participants to introduce themselves on the learning platform (unless everyone already knows each other) (c. 30 minutes).
- Set up places for discussion for each unit and explain that contribution to the online discussions is a part of the learning process as well as a criteria for assessment. Monitor discussions on the learning platform and respond to questions if there are any, either by answering yourself or by encouraging the participants to help each.
- At appropriate points in the course, encourage the participants to declare on the learning platform what they have chosen to carry out the exercises on (e.g,, which of their tasks they have chosen in the information audit exercise), and what they have decided to do for the final assignment (c. 30 minutes).
- Arrange and moderate the seminar (or webinar) in module 1. Make sure each participant presents his or her observations as required and also contributes to the discussion of the other participants' presentations (c. 2 hours, excl. preparation time).

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- Instruct the participants to submit their written major assignment through the learning platform at a given deadline in due time before the seminar. After submission, draw up a schedule for the seminar where each participant is allotted equal time for presentation and discussion
- Arrange and moderate the seminar (or webinar) for the major assignment. Make sure each participant briefly presents his or her observations as required and also contributes to the discussion of the other participants' presentations (c. 3 hours, excl. preparation time)
- Assess the course:
    - monitor participation in the seminars;
    - assess the major assignment and provide brief comments to the author (c. 1 hour per assignment)

Unit 1

Contact the participants to introduce yourself and to set a time by which they should have logged on to the learning platform and introduced themselves.

Your main function in this unit is to monitor discussions, encourage participation by inviting those who have not contributed to do so, and to answer any questions. Read the assigned course literature and familiarize yourself with some of the recommended literature. Reviewing the exercise yourself will help you answer queries from the participants.

Seminar 1

In this unit, you will also need to set a time when all participants can take part in the seminar. You can guide the seminar using the questions provided, or you can develop questions that you may think more appropriate in the light of comments made earlier in the module discussions.

For the final 20 minutes or so of the seminar initiate a general discussion on the advantages and disadvantages of an information management strategy for institutions in which the participants work, with particular reference to how effective internal document and data handling might support public service activities.

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Unit 2

By the time this unit is reached participants should be comfortable with using the learning platform, but it may be useful to check on whether anyone is experiencing problems and to seek to resolve them.

Otherwise, your role is to create a place for sharing the outcomes of the minor assignment and monitor the discussions, help to answer questions and generally moderate what is going on. It may be useful to generate discussion topics yourself from your reading of the recommended literature, e.g., Which of the PESTLE is thought to be of most significance for the institutions concerned? How is the output from the scanning process intended to be used in the organization?

Unit 3

Your main involvement, as in the preceding units is to read the recommended literature and monitor the contributions to discussion on the learning platform. Identify non-contributors and encourage them to participate. Answer any questions that are raised. In reviewing the exercise, consider your own work situation and work through the questions posed by Buchanan and Gibb, so that you have some direct experience on which to draw when answering questions from participants.

Major assignment

Declare at the start of the course that the Major Assignment is to be written in coordination with the three units. Make sure there is a discussion thread on the platform where the participants declare their chosen topic and where they can post questions and comments and ask the help from each other.

Seminar

Decide whether or not you as a trainer will assess the assignments before, during or after the seminar. Also decide if you want the participants to have a look at some or all of the other participants' assignments before the seminar, thus paving the way for a peer commenting schedule (that may depend on the size of the group at a time). Depending on which, set a *submission deadline* that provides you

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and the participants with reasonable time to read the assignments before the seminar.

Decide on a suitable maximum length of the presentations. A suggested time length for the whole seminar in this work book is three hours, but this can vary depending on the number of participants, the format of the seminar, and the time available.

The seminar will primarily be a presentation of the participants' suggestion for realistic (but still fictional, of course) recommendations to their senior management. Their work should be as realistic as possible. Allow for comments in relation to each presentation, but make sure to keep the time so that everyone can get comments. All comments should be oriented towards helping the author improve on their work. Note active participation for assessment purposes. Deliver your feedback and assessment either orally during the seminar or in writing after the seminar.

Final assessment

Assessing the seminars. Monitor participation in the seminar and assess the value of comments made.

Assessing online discussions. Keep track of the activity and input from the module participants. For the Unit 2 control the submission of group exercise outcome, chasing those who do not deliver by the due date and do not participate in the discussion.

Assessing the assignment. The assignment should be assessed in terms of how far it meets the specification set out in the description above. Has the writer selected a useful work task? Is the presentation of information on external and internal information resources convincing and effective. Do environmental scanning and information audit appear to be properly understood? Are the recommendations to management plausible and capable of implementation.

Decide what is the minimal level of participation to get a pass for the module before the start of the training and announce it to the course participants from the beginning.

How to update the material

The suggested educational resources should not age rapidly and it is unlikely, in the immediate future, that significant new developments will take place that necessitate a completely new approach to the management of organizational information. However, developments in technology and software do occur and, at the moment, cloud technologies, provided by Amazon, Microsoft and others are being promoted as potential outsourcing answers to the problems of information management. Keeping an eye on developments such as this and monitoring the news through Google or another search engine should be enough to remain abreast of developments.

If updating does become necessary, the key qualities needed for supporting literature for the course is that it should be generic in character, dealing with the topic as a whole, rather than research literature on specialised aspects, and that it should use visualisation, as in PowerPoint presentations wherever possible, to clarify the relationships among concepts. The Website Slideshare (http://www.slideshare.net/) may be useful, together with the Website of AIIM (http://www.aiim.org/).

Preparations for trainers

Prepare before the start of the course by reviewing the required reading, and some of the suggested additional reading and/or videos. Review the exercises and think about what can be expected of the participants.

Familiarize yourself with the learning platform so you can navigate it with ease and know what it contains, specifically how to upload and download material, and how to post in discussions and edit the contents. See if you are content with the prepared discussion threads for the course on the platform, or if you can foresee the need for additional threads and topics.

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As soon as you have the list of participants determine their affiliation and, where possible, job role, so that you have an understanding of the background to the issues they may raise. Use the initial session to get to know the participants.

Read a little more widely than the indicated material to give yourself a wider knowledge of the field.

Develop a module evaluation questionnaire online seeking students opinions on the usefulness of provided readings and other materials, on the complexity of tasks, balance between different activities, trainers role and the overall impact on the competence of the participants. Use the feedback critically in updating the course material when necessary.

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Legal issues for digital libraries

Instructions for course designers

All participants should have access to all content from the beginning of their enrolment in the course.

The page structure of the learning site should follow the structure laid out above, i.e.:

- Introduction [including Learning Outcomes and Course overview]
- Unit 1: Introduction to information management – including the seminar
- Unit 2: Environmental scanning
- Unit 3: Information audit
- Major assignment
- Course and recommended literature – copied from the individual modules on to a separate page
- Course assessment
- Course evaluation

Also, the following should be included:

- A discussion forum for participants and trainer, including these discussion threads [if possible, the trainer should also be able to add new threads]:
    - General course issues
    - Unit 1
    - Unit 2
    - Unit 3
    - The minor assignement
    - The major assignment
- A possibility for participants to share documents with each other
- A place for participants to upload their major assignments

If the course is offered with webinars, participants need access to a video conferencing system with the possibility of displaying documents (e.g. PowerPoint presentations).

The URLs for the learning resources should be made into links to the external sites, and opened in a new tab or window

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