

SHINe Journal Volume 54 March 2008

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These events took place between 05:06 and 04:08...

Whilst reflecting on what to write for a personal reflection of my role as SHINE co-chair it struck me that the role of SHINE co(chair) has more than the essence of the popular TV series 24 about it. Except in this case it's 24 months played out in real library time.

I started in the role of co-chair nearly 24 months ago at the time of the SHINE AGM in 2006. OK. So, I was elected alongside my co-chair Andy Jackson, I looked around nervously, what next? Suddenly BOOM! the first committee session of the new session was held in Dundee: a nice lunch and some laughter, hey maybe not so bad...

Time ticks on and the Committee agrees to have two short life working groups led by the co-chairs. By chilling coincidence the one I chose to lead is nicknamed "Tick": its given name being the genuinely spine chilling "sustainability of the SHINE volunteer network", a legacy of the previous SHINE Committee underworld "mafiosa".

This led onto the discovery of the hidden underbelly within the SHINE Committee network – the twin vices of policies and procedures. Some undercover surveillance by the SHINE Committee resulted in the cleaning up of these policies and procedures. They were then put under a restraining order on the SHINE website www.shinelib.org.uk (under members area – committee meetings). To this day the vice squad still patrols SHINE Committee meetings seeking out and taming wild newborn policies and procedures.

Tick, tick, tick, time marches on. Zap! It's the SHINE AGM screeching round the corner and the Committee decides to embrace the new "secret agent-style" technologies by podcasting the AGM and study day, for replay on the website www.shinelib.org.uk.

Boom! Suddenly again it's the first meeting of a new SHINE Committee – new faces to welcome and a new workplan to draw up to ensure the network's continued governance.

Suddenly I turn a corner and there in front of me looms this year's Hazel Williamson Bursary awarded to one member to attend a course or conference in that year. I recall a high level of interest last year and scan the horizon and see eager library eyes peeping back at me waiting for the starting pistol.

Then just as suddenly it all goes quiet – for a moment I just breathe in the fresh air and reflect. Then BOOM! It's nearly time for the AGM again and time to show the Committee's accountability to the SHINE members and to step down for fresh young talent to make their mark on SHINE.

And the ending?

Well, if you volunteer for the SHINE Committee you too might experience the most exciting 24 months of your professional career.

Tick, tick, tick, tick, tick.....

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Library services manager: fate or by design?

Amanda Minns

Introduction

It is the day of the deadline for this article and I have assured the editorial team that I will have this article in to them on time! I have been thinking about what to write for a while, but haven't quite got round to actually putting fingers to keyboard (no-one actually puts pen to paper any more, do they)? I have been in my current post as the Library Services Manager for NHS Lanarkshire for just over 16 months and it has been a real whirlwind. I thought writing this piece would give me a chance to reflect on my first year in health librarianship and what I have learned since coming to post. Without a doubt, it is certainly very different from my previous library positions.

Starting out

I am not really a believer in fate but I do think it played a hand in me getting this post, but we will start at the beginning. I left university full of enthusiasm and not really sure what I wanted to do. However, like most students, I was in debt so I had to get a job; no more going to classes when I felt like it and drinking from mid-afternoon! My first post was part-time and I was the information officer for a small local charity. It was a great job but I can say in all honesty not a real librarianship post. However, it taught me a lot about the relationships you form with the people you work with and how important it is, even in this my first job, to have a work/life balance (see the student attitude was hanging on for dear life!)

From this post I then entered the world of school librarianship – was that a collective shudder from the readers? I worked in various posts and schools for 9 years and overall I can say I loved this work. I never saw myself as a school librarian but from the start I loved what I did. This kind of work is a challenge because you are the only professional in your school that does your job and you are constantly challenging others' attitudes and opinions about what you do and about the value you bring to the organisation. However, being the only professional librarian does give you great autonomy in your work and this was an aspect of my professional career that I knew I would seek in any other future jobs I had.

Moving out beyond the library walls

Nine years, in my mind, was enough for anyone to be in one sector of a profession and I was itching for a move and a new challenge. This came in the form of a completely different post, one in fact I never thought I would get. Learning and Teaching Scotland (LTS) were looking for literacy officers and, being a librarian that worked in education for many years, I hoped this was the kind of promotion that could take me beyond the school gates. I was successful in my post and found myself thrust into a world where the traditional day-to-day work of a librarian was gone but the 'softer' skills I had developed in my previous posts such as management, public speaking, and negotiating were more in demand.

As with my posts within schools, I loved my job in LTS. It gave huge freedom to develop as a professional and to see the world outside the confines of my own profession. It allowed me to see how others see librarians and it allowed me, at least in a small way, to show what librarians can add to other professions and the work they do.

However, this was a seconded post so at the back of my mind I knew that I would be looking for another move in the next two years. I was encouraged by my manager to develop skills that would help me in my future career and so I had to think what was it I wanted from my future career? Did I have a plan? What other areas in librarianship interested me? What skills would I need to develop to achieve my goals? Well, frankly I didn't have the answer to these questions and I never felt I needed to have all of this set in stone. I wanted to have an overall idea of progression in career but I didn't want it to be so rigid that I missed other opportunities.

This was when the previously mentioned fate stepped in. I decided I wanted out of education and I wanted a move into an area where I could take the skills I had developed and apply it to something new. I wanted a challenge and a job that would make demands of me.

A healthy move?

I hadn't seen much in the librarians' gazette so I decided to get the local newspaper and as luck would have it, the NHS post in Lanarkshire was advertised that week. The change from my previous posts to this post has been huge and I feel very lucky to have a job that I love. The biggest difference I have noticed within this sector of librarianship is the co-operation. National projects like the e-library, SHINe and the ULMS have greatly affected how the other professionals we work with see us and what we can do to help them in their jobs. Don't get me wrong, I know co-operation exists between other professionals, I had just not seen it on the scale I have seen in health librarianship. The move towards quality assurance for the profession is also encouraging and the recognition of areas like QAF and the roadmap by our own managers and leaders, I feel will make a huge difference to all health librarians.

Winning friends and influencing people

But it can get easy to get down-hearted in this profession. Constant criticism (and yes within health as well – I don't have rose-coloured glasses) about the future of our profession and why we are needed if Google is available (AAARRGGHHH!) can wear you down but I have come to the conclusion that these challenges and criticisms will always exist. If it wasn't Google it would be something else. There are things we need to continue to do within librarianship, health or otherwise, if we as a profession are to survive. We need to continue to co-operate within our sectors and across the different areas of librarianship; let's not re-invent the wheel – just borrow someone else's! We also need to see more managers and leaders within the profession and this may mean, for some of us, moving away from the day-to-day work we love to more strategic management positions within the various sectors. Only then will we be able to influence the policy makers and cement our positions within our various organisations.

None of this is easy and it will take time but I feel we are all up to the challenge!

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Membership and Marketing @SHINE

Liz Garrity and Joanna Ptolomey

Introduction

During early Autumn 2007, Paul Herbert, Liz Garrity and Joanna Ptolomey answered the call from SHINE for volunteers for the Membership and Marketing group (M&M). This is a new group that has been especially created to manage and facilitate change to some key developments in membership and marketing issues in SHINE. At the time of writing, Paul is just starting in his new role as Librarian at Monklands Hospital, and is taking a short break from the work of the M&M group. He assures us that he will be back though, (and that the quality of the sandwiches provided at the meetings had nothing to do with his decision).

Priorities for M&M Team

There are a couple of main themes running through this change and transition period for the M&M team. The last few months have seen work in the following areas:

- Protocols for managing the membership process
- New members database
- Membership information on the website
- Marketing Initiatives

Protocols for managing the membership process

Soon to be announced and published on the website is a procedure for managing new members. Basically, what do we do to make the prospective members journey into SHINE as easy and transparent as possible. This is not just an administrative function, in that we will all be singing from the same song sheet and working more effectively as an organisation, but will also form the basis of a key marketing tool. Embedded in this procedure will be a new member's welcome pack. This amounts to basically, what you do if someone wants to join, who are the main contacts and what do people get for their money. Look out on lis-shine and the SHINE blog for further updates.

New members Database

A new searchable SHINE members database will be announced and website ready later on in the year. This should allow for easier administrative functionality of members information, allowing for reports and also automation of the renewals process. It will also be available for all members to check for contact details for other SHINE members.

Membership information

Much of the information contained on the SHINE website is to be re-written and it is envisaged that this will happen later on this year. In the shorter term, it will be easier to find membership information with the addition of a member's information button to be placed on the home page. Look out for the details announcing this change.

Marketing Initiatives

Over the next year there will be a couple of key marketing initiatives using a more transformational marketing approach rather than a transactional model. Basically, everything we do marketing wise whether it's pens or mugs or attracting different groups must be tied into the constitution and mission of SHINE as an entity. Basically what does SHINE stand for? We are also working on ideas for a SHINE internship programme which is quite exciting. Look out for messages on lis-shine inviting you to get involved in some projects coming up.

We need your help

The last couple of months have been a real transition for the M&M team. We feel that we are now ready to expand our efforts, but we need help. We are looking for people to join our group, either as a permanent member or as a "special one-off project member". Look out on lis-shine for M&M projects starting soon. Each project will come with a brief, which you can help write if

you want. There will be a choice of very small to larger projects. So, if you expertise is in selecting pens and mugs, or you have a creative edge and would like to help design a banner, or you have a passion for databases let us know.

Renewals

Renewals period is coming up soon, and hopefully the documentation will go out before end of financial year. Please remember that it takes a lot of work to run SHINE administratively and to keep it energetic, we need your help and understanding that things take time to settle down after a change period and if you would like to be part of this then remember the M&M group when your renewals form comes in.

And finally

This is a quick run-down of the changes at the M&M team. If you want to know more then contact either Joanna.ptolomey@ntlworld.com or liz.garrity@northglasgow.scot.nhs.uk. We would love your help, but if you can't do that then your support would be appreciated.

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WWW – What a Wonderful World: an introduction to Web 2.0 tools for teaching and learning.
JISC Regional Support Centre, Glasgow
23 November 2007

Catriona Denoon

Introduction

This course aimed to provide an overview of the main types of Web 2.0 applications, and to give practical examples for their professional or personal use. The course is run by JISC and this was the second time it has been run for SHINE members. The day was very informal and we were given plenty of time on computers to try things out for ourselves. There were also two knowledgeable trainers from JISC on hand to answer questions.

Main topics

The main topics covered were:

Blogs – we used a blog set up by JISC for the training day, posting information and comments and seeing how the various features worked. We also searched the content of blogs on Google (<http://blogsearch.google.co.uk/>).

Wikis – probably the best-known example of a wiki is Wikipedia (www.wikipedia.org), the free collaboratively written encyclopaedia, maintained by volunteers throughout the world. Working on our own wiki was surprisingly simple – each of us was given a topic and produced a page of information (I got Glasgow restaurants and cafes) which we populated with text, video, audio and links uploaded from the internet.

Social bookmarking – this allows users to store portable collections of links, photographs etc centrally on remote servers, so they can be accessed from any internet-connected PC. We compiled our own lists on Del.icio.us (<http://del.icio.us/>), which is owned by Yahoo, but there are many similar sites to try.

There were several more general presentations and discussions which covered, among other things, RSS, podcasting, social networking and widgets (basically anything that can be embedded within a webpage, such as pictures, animation, videos, calendars etc etc). We used some of these features while building our wiki pages.

In the library with Web 2.0

We spoke about using blogs for promoting library services, and social bookmarking to produce lists of references, which could be updated more quickly than conventional reading lists. Some of the people attending reported problems with IT at their workplace, such as slow computers or network firewalls, which, unfortunately, will limit the use they can make of these resources.

Good stuff?

The small group allowed for a lot of interaction, and there was a strong emphasis on practical sessions with much of the day given over to work on the PCs. Everything we looked at is freely available on the internet. Coffee breaks and lunch were included, and handouts with further information and links were available to take away.

SHINE members in any health sector (especially those with little or no knowledge of Web 2.0) could benefit from this course, which shows how Web 2.0 technologies might facilitate work practices and provision of services. It also shows you how you can get more out of the internet in general. The whole day was relaxed and a lot of fun, and I felt that I learned a lot about Web 2.0 – just in time for the arrival of Web 3.0.

Further information

More information from the training day can be found at this JISC site: <http://web2-learning.wikispaces.com/>. If you would like to go on this course then contact a member of the SHINE CPD group.

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BOOK REVIEWS

Title of Book	The Information literacy cookbook: Ingredients, recipes and tips for success
Editors	Jane Secker, Debbi Boden and Gwyneth Price
ISBN	1843342251
Publisher	Chandos
Publisher Website	www.chandospublishing.com
Reviewer Name	Clare Thompson
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Review	

Information literacy (IL) has been a hot topic in the library profession for some time, and librarians are expected to impart their knowledge about the topic to their customers, students and clients, to lead them to the eventual goal of knowing why they need information, where to find it, how to know if it is relevant, and how to share it with others.

This “cookbook” aims to be a reference for librarians working in a number of different sectors, providing ideas and inspiration for lesson plans, seminars and strategy. Grasping the current passion for all things “foodie”, it uses as its basis an analogy of recipes and cooking, comparing teaching tips with ingredients, and librarians with chefs.

The contributors and editors have a great deal of experience in a number of different sectors; not only do we find out their professional credentials, we are also treated to a description of their favourite foods! The editors then set the scene with some background to the topic: what is IL, and how has the role of the librarian changed to include it in their practice? UNESCO, CILIP and IFLA are all quoted and all draw on similar themes such as the importance of IL to citizenship and democracy, as well as to lifelong learning and the digital divide.

The role of librarians in the new information landscape is manifold, and is illustrated by this quotation, which is also a shining example of the food metaphor described above.

In the face of Google librarians also need to demonstrate their continuing importance in the information supply chain. Yes Google is good, but Jasco (cited in Miller and Peller, 2006) has likened its approach to ‘mixing in a gigantic bowl the appetiser, soup, entrée, salad, dessert and coffee’. You may get the right ingredients, but what discerning diner wants to combine their salad and their coffee? And how do you taste the soup when it’s mixed in with your dessert? (1)

Indeed.

Here are some highlights from this recipe book of strategies and tips which are designed to help you create a more varied and attractive IL programme.

In the section on public libraries, we are shown how to embrace the flexibility of experience of public library users and contribute towards lifelong learning and digital citizenship.

Chapter three tells us how to ensure that our National Health Service (NHS) is equipped to deal with new ICT developments, emphasising that before clinicians, nurses and allied health professionals can use electronic records systems and access evidence based material online, they must be able to use a mouse and keyboard. It advises on creating training programmes and analysing learning styles and needs, and may be a good resource to recommend to your colleagues in the training department. It was disappointing to discover that the NHS section does not focus on information literacy, but it is easy to glean tips and tricks from the other chapters.

A nice surprise was an introduction to the world of commercial information providers, whose work is often similar to those working in the health sector. This blends nicely with the next chapter on solo information professionals. Librarians working in either of these environments would do well to take to heart the sneaky tips on becoming invaluable to the organisation, including becoming involved in

committees, directing current awareness to specific professional groups, and joining email lists that you think would be useful to your work. These tips are probably well known to seasoned librarians, but not too obvious to those who are still wet behind the ears.

In the last section, the authors concentrate on the educational sector. The first part focuses on school libraries, describing a number of different IL models that any librarian can use in his or her teaching, deciding which is appropriate for their own school. They can then attempt to roll out one of these models using negotiation skills to get head and principal teachers “on board” and make IL central to the school ethos. Further education is unique and requires a more flexible approach. It is suggested that the librarian do this by finding out about learning styles and providing a varied experience for students with different learning needs. As such, there are actual “recipes” for creating IL courses or short “bites” in a FE college. The last section concentrates on the sector which has the most experience of IL teaching and training.

Overall, this book has an exciting format which is refreshing, in that it discusses many different sectors of librarianship, and suggests ways that we can learn from each other. This is energising because it reminds us that we can learn from librarians working in different sectors from ourselves. I am sure to refer to this book again when I am creating lesson plans or an IL strategy.

Maybe you already think of yourself as a thoughtful, hunky Marco Pierre White, or a mouthy Gordon Ramsay: if so, then this is the book for you. However, if you like your librarianship books to be free of extended metaphor, it would be a good idea to steer clear. It takes a while to get used to the cooking vocabulary – if it doesn’t annoy you it may make you hungry.

1. Secker, J. The information literacy cookbook: Ingredients, recipes and tips for success. Chandos Publishing: Oxford, 2007.

Title of Book	Digital literacies for learning
Author	Allan Martin & Dan Madigan (eds)
ISBN	9781856045636
Publisher	Facet
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Review	

The ever growing range of definitions of information literacy, its increasing part in the work of librarians, and the growth of Web 2.0 technologies made me want to read this book. Also an awareness of the importance of learning styles to training, which began while I was working in school libraries, added to its appeal. The title suggested all would be brought together.

“Digital Literacies for Learning” is a collection of chapters written by authors from around the globe, coming from different backgrounds, and with different experiences to share. Split into two parts, part one discusses “literacies” in the digital age we function in now, referring to both digital and information literacy. Part two gives descriptions of programmes used to introduce “digital literacy” to both teaching staff and students in educational settings round the world. Texts reflect the use of the Internet and “social software” used so much now in teaching both on and off site learners.

The first part of the book has some heavy going chapters but also some easily read ones. A recurring theme is how literacy has to evolve from the traditional “three Rs” into something to equip learners and teachers alike with skills to enable us to function in the ever changing technological world we live in. This leads to the different authors defining a variety of different literacies, explaining their viewpoint for the need for each.

Part two of the book is full of descriptions of literacy programmes, and would make good reading for

anyone looking to rework their literacy programmes in a library or teaching setting. Issues discussed by various authors include whether or not such courses should be charged for, and incentives to increase attendance at such a valuable part of a course, which students may see as unnecessary. Methods tried and tested are discussed.

The book does indeed look at literacy in a very broad context. It brings the reader up to date with what is being done to tackle the situation educators and librarians face with people at different levels of familiarity and comfort with technology we have available, including the common occurrence of learners being more *au-fait* with technology than their teachers.

Overall a book worth having, especially to dip into for guidance on what has and hasn't worked in various settings to teach up to date literacy skills in a digital age.

Title of Book	The role of the academic librarian
Author	Langley, A, Gray, E & Vaughan, KTL
ISBN	1843340577
Publisher	Chandos
Publisher Website	www.chandospublishing.com/
Reviewer Name	Anne Donnelly
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Review	

My reaction upon receiving this book for review was one of pleasant surprise; its compact A5 size was far removed from the mighty tome its title suggested I could expect to receive. A brief initial skip through it yielded a collection of neat chapters, all of which broke down into useful sub-sections, with a handy conclusion and 'further reading' list. Indeed, *The Role of the Academic Librarian* has the look and feel of the many self-help guides which currently populate the shelves of our bookshops. With the exception of two library-centric chapters, much of this book would be useful in any workplace, covering as it does those broad areas which are specific not only to the library and information professional: time management, communication, meetings, networking, professional development and leadership. Similarly, the excellent 'further reading' with which each chapter concludes; although library and information science publications feature, there is a significant number of references from the business world in general. However, two substantial chapters – on collections development and public service in an electronic world – are of particular relevance, as they touch on those areas of professional practice which pose the greatest challenges. In both, the authors enjoin us to put the library user at the very centre of all that we do.

The authors, all from the United States, each have several years' experience of working in academic libraries. *The Role of the Academic Librarian* is a generous and highly motivational sharing of their combined knowledge and experience with fellow librarians worldwide. While we all develop and learn within our professional lives, I think there are certainly times that we want to know what has been demonstrated to work and, just as important, what has been established not to work for others in a similar role. With no wish to sound facile here, I think this book offers a good collection of tips and tricks for people who do not have the time or inclination to spend hours ploughing through the literature or, indeed, years working things out through painful and/or expensive trial and error in the course of their professional practice.

I felt there were two principal strands to the *The Role of the Academic Librarian*: the development of the librarian as a well organised individual and the establishment of a good operational framework for the deployment of his or her professional skills. One is aware, of course, of the many challenges facing academic librarianship today: the growth of the higher education sector which it serves, issues relating to scholarly communication, the march of information technology, all frequently set against a backdrop of diminishing funds and resources. However, I felt that this pocket-sized offering represents an excellent, highly readable guide to meeting them. From the good organisation of oneself and one's library, all else will follow, one feels assured! Returning to my earlier 'self-help manual' reference, I would say that this book is, indeed, a self-improvement manual for the information professional. In the frontispiece the publishers declare that the book, one of its Information Professional Series,* aims to

provide an easy-to-read, practical but authoritative view of current thinking. I think this aim has been admirably achieved and in a highly readable way, too. A final point: the erudite and highly entertaining aphorisms with which the text is peppered will, in themselves, give much food for professional thought.

* See www.library-chandospublishing.com for a full listing of current and forthcoming titles in the series.

Title of Book	Digital copyright, 2 nd edition
Author	Paul Pedley
ISBN	9781856046084
Publisher	Facet
Publisher Website	www.facetpublishing.co.uk
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Review	

How certain are you that it's OK to use that screenshot in your user guide? That the use of deep links and images on your web site is within the law? That you understand the differences between what may be permissible under copyright regulations and what's allowed by subscription product licences? Knowledge of copyright law is essential for information professionals, yet it is a complex area. Compounding this complexity is the problem that the law can frequently and rapidly change, particularly in relation to digital resources.

Paul Pedley, recognised expert on information-related legal issues and Head of Research at the Economist Intelligence Unit, offers a wide-ranging and detailed discussion of current issues in this second edition of Digital Copyright. This book is useful for its reminders of what's legal and what's not and its exploration of evolving and gray areas of the law. Beginning with a discussion of how digital materials are and are not different from fixed media and an explanation of issues specific to various categories of digital information (such as web sites, e-books, databases, and music), the book delves into areas of conflict and debate. Interesting topics covered include digital rights management (DRM) technologies and how they might interfere with permitted exceptions, access for disabled persons, and the preservation of cultural heritage by libraries. To examine the issue of orphan works (whose copyright holder is difficult or impossible to determine), Pedley describes the approaches taken by various countries in Europe and North America, demonstrating how one problem may have many possible solutions. In these ways, the book goes beyond a dry recitation of the law to become an interesting exploration of the frontiers of copyright.

Books on digital issues notoriously become dated before they go to print. Presumably this is why Facet initially issued this title as an e-book. I still prefer the classic Gutenberg user interface, myself, and was glad to see the second edition issued in paper. In the end, the currency of the book (at the time of writing this review) does not appear to have suffered from hard copy production; citations and legal cases from as recent as 2007 appear throughout, and for this user, the end product is more accessible, attractive, and user-friendly than the e-book.

Keeping up to date on legal issues can be like eating your bran flakes for breakfast: good for you, but potentially dry and unappetising. In this book, quotations from legal acts and the like provide plenty of fibre. Examples from case law and notes on implications for libraries add flavour; longer library-related case studies and a greater focus on the implications of the material for the librarian audience might further increase the appeal of what is already a useful and interesting work.

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The next issue of the SHINE Journal will be available in June 2008.