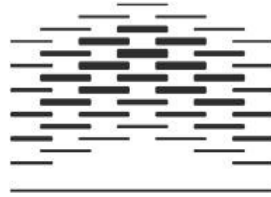




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**USING PARTICIPATORY ACTION RESEARCH
METHODOLOGY FOR THE DEVELOPMENT OF
ACADEMIC LIBRARIANS E-BOOK COMPETENCES**

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ABSTRACT

Using participatory action research methodology for the development of academic librarians e-book competences.

Valentina Gamboni

Aim. The aim of the study is to understand how to improve librarians' competences in order to develop an e-book service, in an active and reflective participative process. Objectives of the research are to explore librarians' opinions, to identify their learning needs and to find effective ways to improve competences in an Italian state university.

Background. Digital library services require a continuous development to fit evolving needs of users. Librarians need to continuously develop their competences. As far as e-book are concerned, there are universities without any active digital e-book service. The research involved librarians who could not follow a formal learning course and explored their possibilities of improving competences with informal and non-formal learning.

Methodology. The research project is very bounded to the context and participants' opinions need to be explored with qualitative methodology. The research method is Participatory Action Research (PAR), a recurrent five-phase cycle - *Analysis, Plan, Action, Evaluation, Reflection/Sharing* - that joins enquiry and reflective practice on action.

Discussion. Each phase has been discussed with categories emerged from collected data, underlining evidence of participants' contribution in order to analyze the situation, plan and respond actively, and finally evaluate outcomes. The processes of reflection and sharing opinions concerned not only the research topic but also the research method. This resulted in unexpected outcomes, and in tangible developments which were then outlined in following working projects.

Conclusion. Participants mentioned competences included in broader categories such as *Technical, Content selection, Purchase, Management and use*. They suggested and put in action informal and non-formal learning ways to develop e-book competences. They have become more aware about the topic and, moreover, PAR process led them also to a personal development. PAR is recommended to be used as a research process that fosters learning outcomes and personal and professional development.

Keywords

Participatory action research, reflective practice, competences development, non-formal learning, academic librarians, e-books.

Table of contents

1 Introduction	11
1.1 Statement of the problem	11
1.2 Research context	12
1.2.1 The library system.....	13
1.2.2 Current challenges.....	14
1.2.3 Advocated working approach.....	15
1.2.4 New services to start	16
1.2.5 The reflective practitioner	16
1.2.6 Professional development and non-formal learning.....	17
1.3 Research questions	18
1.4 Aim and objectives.....	19
1.5 Methodology	19
1.6 Limitations	21
1.7 Outline of the thesis	21
Chapter summary	23
2 Literature review.....	24
2.1 E-books in academic libraries	25
2.1.1 In Italy.....	28

2.2 Academic librarians competences development.....	29
2.2.1 Continuing professional development and forms of learning	30
2.2.2 In Italy.....	33
2.3 Participatory action research.....	35
2.3.1 In Italy.....	37
Chapter summary	38
3 Methodology	39
3.1 Research approach	39
3.2 Research methodology	42
3.3 Research method.....	43
3.3.1 Participatory Action Research phases.....	47
3.4 Reflective practice.....	49
3.5 Trustworthiness	51
3.5.1 In research methodology	52
3.5.2 In research method	53
3.5.3 An observer-participant researcher.....	54
3.7 Participants	57
3.8 Data collection techniques.....	58
3.8.1 Document analysis.....	59

3.8.2 Focus group	60
3.8.3 Diaries	61
3.8.4 Interview	61
3.9 Ethics	62
3.10 Data analysis	63
Chapter summary	63
4 Outcomes and discussion.....	65
4.1 PAR phase 1: Analysis.....	65
4.2 PAR phase 2: Planning	66
4.3 PAR phase 3: Action	68
4.4 PAR phase 4: Evaluation.....	69
4.5 PAR phase 5: Reflection and sharing.....	73
4.6 Unexpected outcomes.....	76
4.6.1 Sharing and disseminating electronic resources information	76
4.6.2 Trial to an e-book platform proposal	77
4.6.3 Short interview outcomes	78
4.6.4 Online meeting proposal	80
4.7 Discussion and further reflections	81
4.7.1 About participation and sharing	81

4.7.2 About competences	82
4.7.3 About continuous professional development.....	83
Chapter summary	86
5 Conclusions.....	87
5.1 Librarians' opinions on competences about e-book	87
5.2 Librarians' learning needs about e-book	89
5.3 Effective ways to improve competences about e-book.....	90
5.4 Recommendations and further developments.....	91
References	93
Appendices.....	108
Appendix I Invitation e-mail.....	i
Appendix II Consent form (English - Italian).....	ii
Appendix III Focus group transcriptions.....	iii
Appendix IV Diaries.....	lvi
Appendix V Mail after meeting in presence with other members of working group.....	lxi
Appendix VI Short interview and answers.....	lxiii

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Declaration

I certify that all material in this dissertation which is not my own work has been identified and properly attributed and that no material is included for which a degree has previously been conferred upon me.

Valentina Gamboni

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List of Tables and Illustrative Material

Fig. 1. Literature review: diagram of subjects investigated.....	25
Fig. 2. Participatory Action Research recurrent cycle representation.....	49
Fig. 3 “No thanks, we are too busy” cartoon (image credit: unknown)	86

Abbreviations

ADBS, L'Association des Professionels de l'Information et de la Documentation = Association of Professionals of Information-Documentation

AIB-CUR, [mailing list by] Associazione Italiana Biblioteche, Commissione nazionale Università e Ricerca = Italian Libraries Association, University and Research national Commission

AR, Action Research

CSB, Centro Servizi Bibliotecari = Library Services Centre

CPD, Continuing Professional Development

CIPD, Chartered Institute of Professional Development [UK]

CURL, Consortium of University Research Libraries

DDA, Demand Driven Acquisition

DRM, Digital Rights Management

ER, Electronic Resources

LIS, Library and Information Science

OECD, Organisation for Economic Co-operation and Development

OPAC, Online Public Access Catalogue

NASIG, North American Serials Interest Group

PAR, Participatory Action Research

RP, Reflection Practice

STEM, Science Technology Engineering and Medicine area

UNIPG, Università degli studi di Perugia (friendly use from Internet domain name: www.unipg.it)

1 Introduction

Digital library services face and reflect the so-called “information society” transformations. Particularly, in academic contexts, digital library services are submitted to an increasingly rapid extension and continuous changes. Among these, the introduction of e-book services has been treated in international studies, and in Italy as well, increasingly from early Two Thousand years. Many publications are about development and evaluation of e-book services and tell about impact, users’ usage and experience of e-books, or further challenges to librarians, as reported in the literature review chapter. University libraries, that do not offer any organized service about e-books yet, may benefit from many experiences and case studies of starting, developing and evaluating this kind of digital service. In parallel, librarians’ competences also need to be extended and updated, and the present project wants to focus on this aspect.

1.1 Statement of the problem

Digital library services require a continuous development to fit evolving needs of users. Librarians must therefore be conscious that their competences need to be developed, along with their practical skills and personal knowledge. Especially in academic contexts, contents and services offered in digital environments require specialized and updated competences. Education studies on library and information science are considering the issue of transforming libraries’ and librarians’ role into the “information society 2.0”, suggesting new developments in professional

courses and programs. As Cooke suggests, “all of Ranganathan’s ‘Five laws of library science’ are applicable to the education of librarians” (Cooke 2012, p.3); this particularly refers to the fifth law, that states: ‘*a library is a growing organism*’ (Ranganathan 1957). “LIS education is also a growing organism, and when Ranganathan suggests that our outlooks on dealing with the library should be constantly adjusted, I believe he is referring to LIS education” (Cooke 2012, p.3).

As far as e-book services are concerned, at least in the Italian academic panorama, there are still universities without any active digital e-book service. Assuming that such services are a new reality in Italy, and bearing in mind that new services require new competences, the research will involve librarians who could not follow a formal learning course devoted to digital services or e-book. On these premises, it will explore their possibilities of increasing personal competences on the subject with informal and non-formal learning. The study aims to find possible ways to improve librarians’ competences in order to develop an e-book service in a participative and not formal learning process.

1.2 Research context

While the “choice of research practices depends upon the questions that are asked, and the questions depend on their context” (Nelson et al., 1992, p. 2), before explaining research questions, aim and objectives, a description of the research context is given.

In this section the library services organization of the University of Perugia is presented, and dynamics emerging from current circumstances are described. Helpful working approaches, facing the need to set up an e-book service, are underlined. In addition, two main lines of study are clarified as literature context. First is in order to introduce researcher's role, aided by research participants, as a reflective practitioner. Second is to relate this paper to professional development and informal and non-formal learning studies.

1.2.1 The library system

The University of Perugia is an Italian university, classified with a good, even if not particularly remarkable average, in national rankings¹. The university has a number of students which is well proportioned to the population of Perugia, a city located in the centre of the Italian peninsula. The current organizational structure of its library services is similar to that of other Italian universities: different libraries offer specific services to each of the departments, organized by subjects; all the departments' libraries are part of a single library system, called Centro Servizi Bibliotecari (CSB). The CSB has got centralized offices to manage centralized services - such as the Integrated Library System management, electronic resources

¹ La classifica delle migliori università italiane 2015, 2015. [online] Available at: <http://www.ilsole24ore.com/speciali/classifiche_universita_2015/home.shtml?refresh_ce=1> [Accessed 3 June 2016]

management and administration and accounting - in addition to the coordination structures of peripheral libraries.

In 2015 five coordination structures have been instituted to manage libraries of similar or contiguous subject, which were organized as follows:

- Literature and Science education;
- Agronomy, Veterinary and Engineering;
- Medicine;
- [Hard] Sciences and Pharmacy;
- Economics, Political Sciences and Law.

Centralized organizations such as these ones answer public administrations' needs to improve management and expenses control. Moreover, a centralized system was also required by additional services: for example to manage the processes of computerization, or to meet users' need in order to have unified and uniform services.

1.2.2 Current challenges

At present, there are two main circumstances that influence the dynamics within the library systems: one is the increasing complexity - and cost - of library services, especially the digital ones. The other is that public institutions, especially in Italy, have received significant budget cuts. The current government aims to contain expenses, and does so by reforming laws, and increasing control on public money. In some universities these cuts were aggravated by the diminution of students.

Both issues require to increase and extend librarians' skills, knowledge and competences. However, investments in professional development are only made after investments for direct services. They do not occur often either, services tend to nibble on the budget for library services.

In addition to this, the University of Perugia has a strong tradition in teaching all the main subjects mentioned, each one with its own information needs. There are big differences between all of the subjects involved – such differences have occasionally become object of debate.

The strongest ones however are between human and social sciences and STEM (Science Technology Engineering and Medicine). These often influence library services, their characteristics and priorities, due to peculiar research and teaching activities of both areas of study.

1.2.3 Advocated working approach

To face the mentioned issues, a library system, should be based on a very high level of cooperation and collaborative work ethic, within its many departments. Both are not easily applicable in real life. Decision making processes need to be shared first, to set up priorities among disciplines. Secondly, taking up a collaborative and cooperative approach could also remove the risk of avoiding responsibilities. For instance, the system may tend to concentrate all the responsibilities on the people working for central structures. It may even happen the opposite: some librarian in peripheral structures might end up to be completely detached from the rest, and therefore have little power to make any changes.

1.2.4 New services to start

Capitalizing the fact that no e-book service has been developed yet and the topic is new to every librarian in University of Perugia, this theme has been recognized appropriate in order to experiment a collaborative approach in solving problems and decision making processes. Since these matters are new to all librarians, they all perceived themselves at the same level one with the other, independently from duty charge or responsibility level. The first attempt to face the lack of the service starts from the lack of librarians' competences about it. This research will explore how librarians perceive their learning needs and how they think they can acquire competences in order to develop an e-book service.

1.2.5 The reflective practitioner

The reality cannot wait for ideal librarians. From Schön (1983) onwards many examples in literature show practitioners engaged in reflection "in action and on action" to improve their work by research, and to try to solve problems facing substantial situations in their particular contexts.

The researcher's learning experience, which culminates in the most recent master's program, reflects what stated by Helyer: "Continuous learning is required. Learning to learn is therefore a crucial skill alongside accepting responsibility for one's own learning and development" (Helyer 2015, p.16).

In the context briefly summarized above, the research is designed to conjugate the need for developing competences for an e-book service with the need of developing an open and collaborative work ethic in the library system.

The library system of University of Perugia has often encouraged working in groups; yet, such initiatives always lack formalization. A systematic approach towards cooperative work is what this research tries to introduce, in order to gather all the data needed. The research process is here considered as both a practical act and a reflection on the practice.

The last is the main difference. Until now, working groups usually have had a specific aim and after gained results they have been discharged. In this case, however, the people involved in the research are part of a bigger team, instituted to collaborate with the researcher on electronic resources services. The group remains in charge; this means that the research could have also a long term aim: becoming the core structure of a work ethic that it is hoped will become standard procedure in the everyday running of the university library system.

1.2.6 Professional development and non-formal learning

As stated before (1.2.2), excluding formal opportunities of learning, like course programs by universities or professional associations, research project takes place among experiences of *informal and non-formal learning* in order to continue professional development.

A more extended analysis of these concepts is in literature review chapter (2.2.1). Leaving aside the debate on defining the three concepts of formal, non-formal and informal learning, in this work it is assumed that “non-formal learning refers to learning through a programme but it is not usually evaluated and does not lead to certification” (OECD 2005 cited in Cameron and Harrison, 2012, p.280). More in detail, according to Hoppers identification of four main kinds of non-formal learning, cited in Latchem, the current project is included in “professional and vocational programs’. These are provided by, for example, educational institutions and other accredited agencies, professional bodies, and employers, and are designed for skilling the unemployed or updating those in the workforce” (Hoppers 2006 cited in Latchem 2016, p.187).

Continuing professional development is a personal responsible action/reflection process, and in present research this process is also shared.

1.3 Research questions

The research questions are:

- Which competences about e-book service development do librarians think are required?
- How librarians perceive their learning needs in order to develop an academic e-book service?

- How do librarians think they can acquire the competences to develop an e-book service?

1.4 Aim and objectives

The aim of the study is to understand how to improve competences of librarians in order to develop e-book service in an active and reflective participative process. Objectives of this study are:

- to explore librarians' opinions about e-book service development required competences;
- to identify librarians' learning needs about e-book service development;
- to find effective ways to improve librarians' competences in order to develop an e-book service.

1.5 Methodology

Objectives of this research are to explore librarians' opinions, to identify their learning needs in a specific context, which is a particular state university in Italian academic panorama and to find effective ways to improve librarians' competences. The research project is very bounded to the context and opinions and perceptions need to be explored with qualitative methodology.

The research method chosen is participatory action research (PAR). Formalized as a recurrent five-phase cycle - Analysis, Plan, Action,

Evaluation, Reflection/Sharing (Moroni 2011, p.3) - it has a dual aspect: on one side it is an enquiry rooted in a specific context, on the other one is a reflective practice on reality. Participants, including the researcher, reflect “in action” and “on action” (Schön 1983), and for this reason they are in a developing process of their competences anyway.

In contexts like academic libraries, PAR not only develops the competences of the participants; it also opens up to sensible general improvement within the system, because of participative and reflective approach to context analysis, action selection and evaluation on it, after it has been planned and done.

In organizations like state universities, PAR can help to answer to the need of taking decisions and acting on the base of evidence. It also meets the need of sharing decision processes, and of adequately motivating choices that should aim to achieve services quality increase, bearing in mind that it is public money that is being spent.

Involving and stimulating people in the process, participatory action research can represent an effective way to produce durable changes in a context where innovation is not easy to introduce and if there are relational problems and lack of collaborative approach. In an informal and non-formal learning process, this research method aims to find possible ways to improve competences and implicit knowledge, that always need to be increased and updated in the librarians' profession.

1.6 Limitations

In this research project limitations are the lack of time and resources. The impossibility of committing to a long-term study and the limited amount of resources were the most influential ones. Librarians who took part in the project were a small number; results may vary with a bigger sample of possible reactions and outcomes. Anyway each one represented a library coordination structure, in other words a disciplines' macro-area.

Lastly, the researcher is observer and participant at the same time: for this reason multiple issues of rigour have been planned to apply. These are mentioned in detail in 3.5.3 section.

1.7 Outline of the thesis

The thesis is structured in five chapters.

Chapter 1: Introduction. The first chapter is an introduction to the digital e-book service in academic libraries, and to the need of developing competences in order to deal with it. After the statement of the problem, a description of the context where the research has been conducted is provided. This gives a better understanding of the research questions, aim and objectives presented. Methodology is outlined and motivated. Limitations are also taken into account and outlined.

Chapter 2: Literature review. This chapter reports literature review which is relevant to research about the following main topics: e-book as a digital library service, competences development, non formal learning,

participative action research method and reflective practice, all focused on academic libraries context. Literature review has been also focused on the Italian national context.

Chapter 3: Methodology. Moving from theoretical approach, the third chapter explains the research methodology and the research method applied, and their trustworthiness. Some ethical considerations follow different data collection techniques and data analysis approach.

Chapter 4: Outcomes and discussion. This chapter reports outcomes from the participatory action research cycle and the unexpected outcomes found in the following working period. Outcomes are discussed and some researcher's considerations close the chapter.

Chapter 5: Conclusions. In last chapter outcomes have been related with research aim and objectives. Researcher recommendations and indications for further researches are reported here.

After the Harvard styled reference list in alphabetical order, **appendices** have been enclosed:

I: invitation e-mail;

II: consent form;

III: focus group transcriptions;

IV: diaries;

V: mail after meeting in presence with other members of working group in electronic resources reference and management;

VI: short interview and answers.

All documentation in appendices has a front English translation provided by the researcher unless otherwise specified.

Chapter summary

The present chapter introduces the e-book service among digital library services, particularly those in academic libraries context, and the needed development of librarians' competences. A description of the specific research context has been given, in order to better clarify the situation where the problem is issued; aim and objectives are then declared.

Stated that the problem is to start an e-book service in a university digital library, and librarians cannot follow a formal learning course devoted to e-book, the aim of the study is to understand how to improve librarians' competences on the subject in a participative and non-formal learning process. Qualitative methodology has been applied and the choice of participative action research method is explicitly justified, taking into account research limitations.

2 Literature review

E-book services, especially in academic contexts, *professional competences development*, focusing on academic librarians and non-formal learning, and *participatory action research method* are the main subjects considered. Literature review process has been constantly developed along the research period.

References have been found in main and well-known bibliographic subject databases: *LISA* (Library and Information Science Abstracts), *LISTA* (Library, Information Science and Technology Abstracts), *LISS* (Library and Information Science Source), *E-LIS* (E-prints in Library and Information Science), *ERIC* (Education Resources Information Center), *Emerald* journals collection and interdisciplinary bibliographic services like *Web of Science*, *Scopus* and *Google Scholar*. Databases under commercial license have been full accessed through Oslo and Akershus University College of Applied Sciences (HiOA), University of Parma and University of Perugia.

As the research has been developed in an Italian university it was considered appropriate to explore more in depth the mentioned concepts in Italian context and main results are presented in separated sections.

Search strings in English language matched included words like “participatory action research”, “reflective practice”, “libraries”, “academic libraries”, “academic librarians”, “librarian competences”, “competences

development”, “professional continuous development”, “non-formal learning”, “librarian education”, “electronic books” and “Italy”.

Results have been retrieved from peer reviewed literature and time span that goes from 2005 to 2016. Terms or their equivalent have also been searched through thesaurus when available.

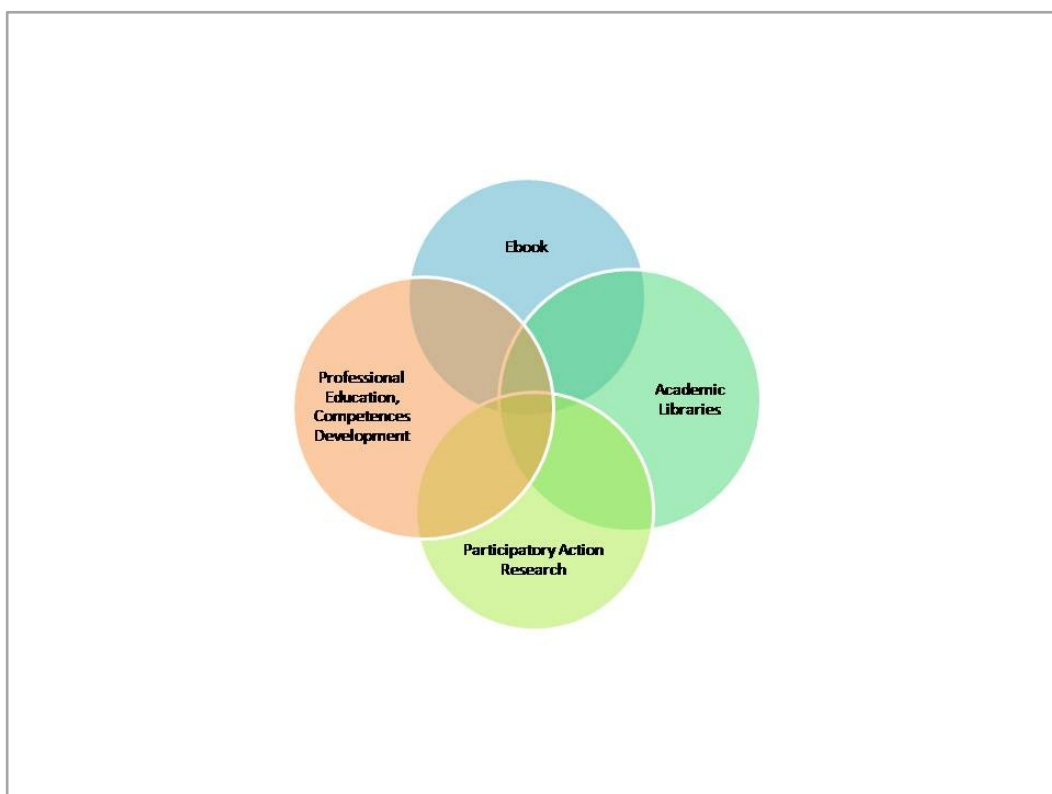


Fig. 1. Literature review: diagram of subjects investigated

2.1 E-books in academic libraries

Because of its currently increasing importance and presence in libraries, either public than the research ones, the “e-book” subject search gives a large number of results. Some issues in managing e-book are common to

all kind of libraries, instead some aspects are peculiar to academic libraries, especially referring to selection, access, use and reuse in researching, teaching and learning processes.

First focus group has been part of the analysis phase of the research (3.4.1). Among all the main topics in e-book literature, themes found relevant to be reported for a brief overview are those emerged from participants' meeting.

The impact and future *e-book presence in libraries*: British Library Vision predicts that in 2020 75% of all title worldwide will be published in digital form only, or in both digital and print (British Library 2010 cited in Vasileiou, Rowley and Hartley 2012a, p.218). However, the expectation is that the e-book market will be growing not only in terms of number of items, but also in terms of cost.

The *digital textbook offering*: according to CURL (Consortium of University Research Libraries) study (cited in Vasileiou, Rowley and Hartley 2012a, p.219) major academic libraries in UK offer textbooks and reference books in digital format.

Far away from thinking that academic libraries in Italy will be “bookless libraries”, at least not in a short time, the *different reading experience* between printed text and digital text has been underlined, as well as outlined in Durant and Horava study: ‘deep reading’, that brain engages in linear printed texts seems very different also in neurobiological aspects from ‘screen reading’, which seems cause and effect together of “rapid pattern recognition and quick decision making” (Durant and Horava, 2015,

p.10). The authors prediction is that “digital technologies are profoundly shaping the reading experience and the use of libraries. Screen reading and print reading are infusing each other in complex ways that change how we organize, recognize, and assimilate texts into our lives. These two reading cultures are becoming more and more integrated” (Durant and Horava, 2015, p.22).

Quite surprisingly, the same authors reported that “a 2008 study found that the number of journal *articles cited* in science periodicals actually *declined* as more of the scientific journal literature became available online, and those that were cited *tended to be more recent ones*” (Evans 2008 cited in Durant and Horava, 2015, p.10). An easy equivalence could have been that the more, and the more easily, research is available, the more it is cited.

Some *barriers* have been identified in e-books adoption: “lack of e-book and hardware standards; incompatible rights and operability, unrealistic price, purchase, and access models, and limited discovery and delivery options” (Connaway and Wicht cited in Blummer and Kenton 2012, p.67).

Among features and libraries requirements listed by Blummer and Kenton, there are themes also cited by participants: for example *acquisition dedicated staff* should be created, in order to evaluate market offering and subscription/purchase models (Blummer and Kenton 2012, pp.68-69): individual, bundled or on demand.

Users-centred studies are a lot, for example those analyzing usage data (Plum and Franklin 2015) or *user experience* both in *content* than in

portable devices use, or evaluating purchase models acceptance as the DDA (Demand Driven Acquisition) with the more ‘librarian-oriented’ instance of cost control needs (Cramer 2013). Other librarians’ issues, cited as ‘dilemmas’, are in giving service access (Reinsfelder 2014): for example *access to non-affiliate, property rights respect, privacy issues respect. Access and maintenance, usage and promotion, interlibrary loan, cataloguing* and long term *preservation* are also debated topics that make e-book “an exciting and controversial topic for librarians, publishers and users” (Shelburne 2009, cited in Vasileiou, Hartley and Rowley 2012b, p.282).

2.1.1 In Italy

In Italy too e-book is a well debated subject. Italian contributions have been gathered from 2000 to 2010 in the ten years review work (Gargiulo, Bogliolo and Fava 2010). The debate seems to be more oriented in theory, starting from the possible definition of e-book and other reflections, recently summarized in an e-book, titled “The fourth revolution. Six lectures on the future of the book”² (Roncaglia 2010). Nevertheless, there is no lack of studies about more practical instances, like comparison between e-book platforms (Frigimelica 2014), or analysis of market (Cavalli 2014), or e-book management in libraries, academic (Guerra and

² Original title: “La quarta rivoluzione. Sei lezioni sul futuro del libro”

Pelizzari 2011) or public ones (Cumino 2014), going through the e-book in relation to Open Access movement and its challenges (Capaccioni 2014).

In an interesting work presented at IFLA 2009 about the Italian experience on e-book, from both sides of academic libraries and publishers, Perrone underlines “lacks of”, among which are also librarians’ competences:

“Italian academic libraries’ interest in electronic book collections has lately increased but some reservations still remain. The study reported that the unwillingness to subscribe to e-books refer mostly to the lack of: competitive business models, update contents, standardized formats, customized electronic resources management systems (ERMS) as support to the library workflow (selection, orders, cataloguing, etc.). Findings revealed that librarians deal with new issues that required new professional and management skills but they are not supported by collection development policies peculiar to electronic book collections. This represents a limit for the diffusion of e-books in academic libraries and focuses the attention on the development of a new collection approach” (Perrone 2009, p.9).

2.2 Academic librarians competences development

“Learning and education do not cease with the attainment of a Masters Degree in Library Science; quite the opposite, the degree is only the beginning of a librarian’s education” states Cooke (2012, p.5), observing the increasing of interest in many librarians choice of

“supplementing, and even substituting, formal CPE for online tools such as blogs, wikis and social networking communities. These online tools are especially attractive because they are free, do not require dedicated blocks of time or travel, and they offer the potential to create lasting learning communities that foster ongoing professional development” (Cooke 2012, p.5).

In some context it can become a necessity to find ways of improving competences that differ from formal education. Formal course programs often promote a practical approach, to sponsor learning by doing

experience or just to expand learning chances in new areas of specialization of a profession. This is also true for librarians' education (Franks and Oliver 2012). To give an example, Dresselhaus in 2015 resumes core competences for electronic resources librarians selected by NASIG (North American Serials Interest Group) in 2013, suggesting that new roles and new opportunities for electronic librarians should be added to extent the core competences set (Dresselhaus 2015, p.368).

Some studies aims to test the validity of course programs by action research and reflection practice involving students; other confront real librarians' competences with expected ones or factors affecting their work (Tiu et al. 2013), or attempt to establish a competence framework (Robinson et al. 2015).

In synthesis, referred to future librarians (but it can be extended to current ones), with Bilodeau's and Carson's words:

“formal learning opportunities are situated within and are complemented by a web of social interactions and both informal and non-formal learning experiences, experiences which can lead to development as meaningful as any class or workshop [...]. Such an experience would allow them [LIS students] to acquire practical knowledge and skills, but also provide them with a better context for situating and making sense of the more abstract and theoretical aspects of librarianship” (Bilodeau and Carson 2015, p.40).

2.2.1 Continuing professional development and forms of learning

Due to the fact that the research aims to understand how to develop competences in a non-formal way, a particular overview is now on devoted to continuing developing competences in informal and non-formal learning

processes. Univocal definitions of three types of learning are still a debatable subject, in fact “attempts to define formal, informal and non-formal learning are often referred to as problematic, blurred, competing, contested and contradictory” (Cameron and Harrison 2012, p.280). Yet in a quite recent English report (Colley, Hodkinson and Malcom 2003 cited in Cameron and Harrison 2012, p. 280) it is proposed almost a double categorization of definitional criteria: these have a theoretical dimension and a political dimension. However, for this research purpose, a definition by OECD of the three concepts will suffice:

“Formal learning: Refers to learning through a programme of instruction in an educational institution, adult training centre or in the workplace, which is generally recognised in a qualification or a certificate.

Non-formal learning: Refers to learning through a programme but it is not usually evaluated and does not lead to certification.

Informal learning: Refers to learning resulting from daily work related, family or leisure activities. In 1996, the OECD education ministers agreed to develop strategies for ‘lifelong learning for all’. The approach has been endorsed by ministers of labour, ministers of social affairs and the OECD Council at ministerial level” (OECD 2005 in Cameron and Harrison 2012, p.180).

The three different forms of learning all can be applied to Continuing Professional Development (CPD), which is defined, according to Chartered Institute of Professional Development (CIPD), as “a process by which individuals take control of their own learning and development, by engaging in an on-going process of reflection and action” (Megginson and Whitaker, 2007, p.3).

About the notion of “continuing professional development”, it has said that it “encompasses all formal and informal learning that enable individuals to improve their own practice. Professional development is an aspect of

personal development and, wherever possible, the two should interact and complement each other” (Bubb and Earley, 2007, p.4).

Among the CIPD (Chartered Institute of Professional Development)’s key principles, the first two and the last one are clearly assumed in this project:

“-professional development is a continuous process that applies throughout a practitioner’s working life;

-individuals are responsible for controlling and managing their own development;

-learning is most effective when it is acknowledged as an integral part of all work activity rather than an additional burden” (Megginson and Whitaker, 2007, p.5).

Continuous development is a reality among all professionals and in librarian professional it is quite distinctive, so is a topic found in literature.

Just few examples: Line (2007) talks about four levels of requirements: from basic abilities - literacy and numeracy - to organizational qualities, from professional relevant knowledge to practical library skills. Lamoroux (2008) fosters individualized training on very particular topics, taking into account the most recent professional developments. The analysis of needs should inform ADIS (Association of Professionals of Information-Documentation) association's training offer. Pamment (2008) study offers a snapshot of generic skills required in the twenty-first century library and information services industry and how professional development can be a useful tool to assist established practitioners, new graduates to remain current and competitive, and to fulfil basic professional requirements.

In literature, libraries and librarians have been also often involved in non-formal learning projects hosting or supporting these, in addition to other services: “though books and literacy programs are still at the forefront of the library’s purpose, libraries also partner with local organizations to provide youth development programs” (Fields and Rafferty 2012, p.26).

2.2.2 In Italy

In Italy as well, literature reports non-formal learning experiences where librarians are involved in, often in specific and critical contexts, for instance in prison, as described in the book of Benelli and Del Gobbo (2016). They can also host virtual distance learning. An example of this is the content available through libraries for non-formal learning purpose in “RetelIndaco” project (Gambari, 2014).

More in general, in Italian literature, projects of non-formal learning in education area have been cited. Focusing on librarian professionals O’Beirne writes:

“With social networking and Web 2.0 technologies there is the potential to take the initiative away from the teacher and the academy leaving the learner empowered to generate their own content and context for learning. This potential, if supported effectively through appropriate information and digital literacy, may deliver a shift towards a socio-constructivist learning which, up until now, has remained theoretical” (O’Beirne 2013, p.85).

In a 2013 paper, Gargiulo and others have described the actual librarian specializations and future challenges. Citing a dissertation about electronic

resources librarian core competences by Sutton (Sutton 2011), she states that

“it follows from this comparative analysis, it is not possible to leave aside experience gained in the field and the continuing education as an indispensable complement of what you learned in class. The author, noting that there is not even in the United States a definition shared the various typical ER librarian skills, she believes that it is instead the more necessary to identify them, but especially highlights the need for a constantly update on the job³ (Gargiulo 2013, pp.72-73).

In spite of the analysis of librarians learning needs and competences identification in various librarians' profiles Vivarelli, citing Lancaster, underlines that

“most of the time of professional librarians is used to learn new technologies, upgrade their knowledge and technological skills, attend meetings of committees and working groups dealing with problems related to technological change - all things that lead them progressively more and more distant from the direct interaction with users [...]. Today it seems more important to have knowledge of new databases, new search engines, new computer systems texts, new communication protocols [...]. Technology alone will not improve the value of our services perceived by users. We must reduce our concerns about the technology and increase our interest to users as individuals with individual needs. We must recognize that the public service ethos it should be the focus of our training⁴ (Vivarelli 2013, p.103).

³Emerge da questa analisi comparata, come non sia possibile prescindere dall'esperienza maturata sul campo e dalla formazione continua come integrazione indispensabile di ciò che si è appreso in classe. L'autrice, rilevando come non esista nemmeno negli Stati Uniti una definizione condivisa delle varie competenze tipiche dell'*ER librarian* [Electronic Resources librarian], ritiene che sia invece quanto mai necessario identificarle, ma soprattutto insiste sulle necessità di un costante aggiornamento sul lavoro.

⁴La maggior parte del tempo dei bibliotecari professionisti è utilizzato per apprendere nuove tecnologie, aggiornare il proprio sapere e le proprie competenze tecnologiche, partecipare a riunioni di comitati e gruppi di lavoro alle prese con problemi legati al cambiamento tecnologico - tutte cose che li portano progressivamente sempre più lontani dalla diretta interazione con gli utenti [...]. Oggi sembra più importante avere conoscenza di nuovi database, nuovi motori di ricerca, nuovi sistemi di elaborazione testi, nuovi protocolli di comunicazione [...]. La tecnologia da sola non migliorerà il valore dei nostri servizi percepito dagli utenti. Noi dobbiamo ridurre le nostre preoccupazioni per la tecnologia e aumentare il nostro interesse per gli utenti come

Researcher notes that users - individual - needs have to be the first interest of librarians, but librarians need competences to recognize these needs or sometimes make them explicit to users themselves.

Papers of non-formal learning projects in continuing librarian professional development has not been found and, moreover, about academic librarians no projects of non-formal learning with PAR have been found.

2.3 Participatory action research

Literature review results from searching “participatory action research”, (abbreviated PAR), has been examined, particularly focusing on those that report the method in libraries context.

Some definitions of AR overlap PAR: “Action Research, also known as Participatory Action Research” (Wilson 2013, p.160), “is the study of a social situation carried out by those involved in that situation in order to improve both their practice and the quality of their understanding” (Munn-Giddings and Winter 2002 as cited in Wilson 2013, p.160). Various disciplines use AR: first the education field, but also public health and nursing, where social interaction aspects have a predominant role in general and therefore in research processes too (Hannigan 2008 as cited in Wilson 2013, p.160).

individui con bisogni individuali. Noi dobbiamo riconoscere che l’etica del servizio pubblico dovrebbe essere al centro della nostra formazione professionale”.

Many examples of action research in libraries have been found in literature, always to improve services. Projects often involve not only librarians but also users, that collaborate in designing or evaluating changes.

As Jefferson reported, “of the four [Lewin’s] approaches, *participant* (or *participatory*) *action research* generally is conducted most often within academic library environments” (Jefferson 2014, p.98). If the research is conducted by a group, “the group of individuals may be a specific department, staff from different departments, or administrators. Within a technical services department, staff from acquisitions, cataloguing, materials processing, and database management may use participatory action research to revise department policies and procedures” (Jefferson 2014, p.98).

About main application in academic libraries, more in detail, Jefferson has listed:

“They [action research methods] may be used by librarians to improve services within their work areas (e.g., reference, circulation, technical, and systems), by administrators (e.g., directors, department heads, supervisors, or managers) to improve communication or work-flow, or by librarians and administrators to improve library services to end-users or organizational culture” (Jefferson 2014, p.100).

Finally, to attempt to give a dimension of PAR use in libraries, searching in LISA and E-LIS databases, Moroni has found in 2011 about 260 AR/PAR research projects in information science or reports of experiences in different public contexts like communities or universities, especially from

Two Thousand years. Focusing on all kinds of libraries, research projects reviewed were 61 (Moroni 2011, p. 7).

Anyway, Machin-Mastromatteo underlines the specific of PAR: “PAR draws attention to the reactive effects due to the presence of the researcher within a participative community. Furthermore, PAR actively aims to facilitate change and improve practice” (Machin-Mastromatteo 2012, p.572). And with Herr and Anderson’ words, he stresses: “PAR tempers this expert knowledge with the expertise of locals [or participants] about their own problems and solutions” (Herr and Anderson 2005 as cited in Machin-Mastromatteo 2012, p.573).

PAR change invests researcher, participants and situation.

2.3.1 In Italy

Recently, in Italy academic context, PAR projects have been conducted particularly by two researchers: Vezzosi and Moroni, cited also in the international panorama.

Moroni reported PAR experience applied in improving quality service and user satisfaction (2009 and 2011). Vezzosi focused more on projects aiming to improve information literacy services and competences of students (2006 and 2009).

Both involved in national association for monitoring academic library services quality, in 2011 they have underlined, exposing two examples, the added value in librarianship that a ‘librarian-researcher’ is: “a professional who reflects, actively learns, researches and intervenes in the

context in which he works, treasuring cognitive process”⁵ (Moroni and Vezzosi 2011, p.1). In this process librarians can renew their role, or better, the way of being themselves, anyway professionals actively involved in the social role of managing information and sharing knowledge.

Chapter summary

Searching in main subject databases and interdisciplinary bibliographic services, it has been retrieved literature about the main topics “e-book”, “professional competences development” and “non-formal learning”, “participatory action research”. Selection among huge of e-book results have been made by themes emerged during the research analysis phase, in the first focus group held. Librarian competences development and non-formal learning definitions and examples have been presented. Then, a definition of participatory action research method has been given, with some examples. All main topics have been also focused on academic contexts and on Italian experiences.

⁵ “un professionista che riflette, apprende in modo attivo, fa ricerca e interviene nel contesto in cui opera facendo tesoro del processo conoscitivo”

3 Methodology

The aim of the study is to understand how to improve competences of librarians in order to develop an e-book service in an active and reflective participative process.

The three main *objectives* of the research are:

- to explore librarians' opinions about e-book service development required competences,
- to identify librarians' learning needs about e-book service development,
- to find effective ways to improve librarians' competences in order to develop e-book service.

According to the objectives of the research, interpretivism approach is applied and qualitative methodology has been selected. Participatory action research (PAR) has been found the more appropriate research method. In following sections a brief overview of the reliability of such methodology and research method is given.

3.1 Research approach

Since people behaviour and perceptions will be the object of this project, the research paradigm is interpretivism. As defined by Kuhn, and retrieved by Pickard, paradigm is 'the entire constellation of beliefs, values, techniques, and so on shared by members of a given scientific community'

(Kuhn 1970 cited in Pickard 2013, p.6). Better defined in Pickard, the approach employed is the “empirical interpretivism” that concerns the “investigation in natural settings of social phenomena” (Pickard 2013, p.11).

The first to employ this approach was Max Weber; after him it has been attempted to formalize procedures about data analysis offering different approaches.

The interpretivism approach assumes an ontology where the reality is relative, numerous and complex as the individuals are. The real is in the context and it is individual, not universal. Exploring librarians’ opinions means to observe single persons and their individual reality. They express ideas, perceptions, evaluations, that are unique. The researcher, as a human research instrument, receives and interprets data from participants and gives a representation of what has emerged from data, using explicit and tacit knowledge.

While the knower and the known are influencing and interact each other and the reality description is always shaped by time and context, the epistemological perspective is the transactional-subjectivist (Pickard 2013, p.12). Specific time and space are the context that will influence data itself during the research process, so in present research it is correct to use the interpretivism approach in order to analyze and describe the context and the meanings behind individual behaviour.

Qualitative methodology includes interaction between researcher and participants and hermeneutics, “depending on both the tacit and the

explicit knowledge of the researcher” (Pickard 2013, p.13), that interprets phenomena, gives his/her representation.

Denzin and Lincoln (2011, p.3) state that qualitative research “involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them”.

If generalization is not possible, the transfer of findings will be possible identifying “similarities between sending and receiving contexts” (Erlandson et al. 1993 cited in Pickard 2013, p.13), while the sending is the researcher’s one and the receiving are the settings and situations where findings are intended to be transferred. The more a research describes accurately and in details data in the context the more findings can become transferable (Pickard 2013, p.13).

With evidence the approach stated above matches the research project, which involves different participants in research process together with the researcher, and focuses on individual behaviours, in a particular context. The aim is to understand how academic librarians can improve competences in a specific university, during a specific period of time, analyzing their opinions, their learning needs perceptions, trying to find effective ways of improvement.

In addition, referring to a substantial problem in a real organization, another perspective can be underlined: using Schön words, the researcher - and participants - are “practitioners” that

“become reflective researchers in situation of uncertainty, instability, uniqueness, and conflict” (Schön 1983, p.308). “There is no question of an ‘exchange’ between research and practice or of the ‘implementation’ of research results, when the frame - or theory-testing experiments of the practitioner at the same time transform the practice situation. Here the exchange between research and practice is immediate, and reflection-in-action is its own implementation” (Schön 1983, pp.308-309).

Uncertainty, instability, uniqueness in situation lead to research with qualitative methodology.

3.2 Research methodology

“Research question should dictate the methodological approach that is used to conduct the research” (Corbin and Strauss, 2008, p.12). According to the research questions, aim and objectives, clarified in the research approach, qualitative methodology has been selected. In fact the research purpose is to investigate in depth a specific phenomenon, in a particular context, place and time, focusing on the human behaviour and the human interaction. Present research requires qualitative methodology, that “assumes social constructions of reality” (Gorman and Clayton 2005 cited in Pickard 2013, p.13).

Objectives of the research are to explore librarians’ opinions and to identify their perceived learning needs in their specific context, which is a particular state university in the Italian academic scene, and for a specific aim, which is to understand how to improve librarians’ competences on digital services concerning e-book, by ways found during the research process.

Denzin and Lincoln underline that

“qualitative research involves the studied use and collection of a variety of empirical materials - case study, personal experience, introspection, life story, interview, artifacts, and cultural texts and productions, along with observational, historical, interactional and visual texts - that describe routine and problematic moments and meanings in individuals’ lives. Accordingly, qualitative researchers deploy a wide-range of interconnected interpretive practices, hoping always to get a better understanding of the subject at hand. It is understood, however, that each practice makes the world visible in a different way” (2011, p.3-4).

As Corbin and Strauss recall, “qualitative research allows researchers to get at the inner experience of participants, to determine how meanings are formed through and in culture, and to discover rather than test variables” (2008, p.12). “[Researchers] are drawn to the fluid, evolving, and dynamic nature of this approach” and want “the opportunity to connect with them [participants] at a human level” (2008, p.13). The connection opportunity offered by the methodology has been considered relevant in order to develop librarians’ competences in an active and reflexive participative approach. Participative approach has been selected in order to improve relations quality in the specific context toward openness and trusty between colleagues.

3.3 Research method

As outlined above, and in first chapter (1.5), participatory action research has been chosen as the most suitable research method for the project. “Participatory action research is the sum of its individual terms, which have had and continue to have multiple combinations and meanings, as well as

a particular set of assumptions and processes” (Brydon-Miller et al. 2011, p.388).

Greenwood and Lewin define Action Research as follows:

“a set of self-consciously collaborative and democratic strategies for generating knowledge and designing action in which trained experts in social and other forms of research and local stakeholders work together. The research focus is chosen collaboratively between the local stakeholders and the action researchers, and the relationships among the participants are organized as joint learning processes.” (2007 cited in Greenwood and Lewin 2011, p. 42).

In this project, lack of competences about e-book was transversal to participants and researcher. The project aimed to understand how to increase competences in order to start the e-book service. Underlining sharing learning processes on that situation it aims to find possible solutions to improve personal competences and attitudes by the research method itself. In a informal and non-formal learning process, this research method aims to find possible ways to improve competences, that always, and as declared, in the specific case, need to be increased and updated in library professionals.

In particular, Participatory Action Research

“is built upon the notion that knowledge generation is a collaborative process in which each participant’s diverse experiences and skills are critical to the outcome of the work. PAR combines theory and practice in cycles of action and reflection that are aimed toward solving concrete community problems ... PAR is responsive to changing circumstances, adapting its methods, and drawing on the resource of all participants to address the needs of the community” (Brydon-Miller et al. 2011, p.387).

PAR can contribute to develop participants competences, tacit and explicit knowledge, because of reflective approach to a specific context analysis,

action selection and evaluation after been planned and done. Moreover, since the funds involved are public funds, this research method can apply to state universities in a peculiar way: it can lead the participants to action, taking decisions based on evidence, sharing decision processes, motivating them adequately and evaluating effects and consequences.

Referring to the libraries panorama Horowitz and Martin state that “action research offers the ability to ground research in the needs of institution”. “In action research, the researcher intervenes in the research problem and aims to change what exists, rather than simply studying and writing about what exists” (Horowitz and Martin 2013, p.81).

Involving and stimulating people in the process, participatory action research can also produce durable changes in a context not easily modifiable and if there is lack of collaborative working attitudes.

Jefferson, analyzing different AR projects resumes that “action research fosters collaboration and communication and is an effective way to promote change within the academic library (Jefferson 2014, p.112)”.

In Italian academic libraries it has been applied to improve library services quality (Vezzosi 2006, Moroni 2011, Moroni and Vezzosi 2011). “As a method, action research is not a linear one, but rather a dialectical interplay between practice, reflection and learning, whose main feature is the cyclical, recursive nature” (Vezzosi 2006, p.291).

Action research (AR) method has been first outlined by the sociologist Kurt Lewin, who dealt with social problems after the Second World War. He defined this approach “a comparative research on the conditions and

effects of various forms of social action and research leading to social action” (Lewin 1948 cited in Machin-Mastromatteo 2012, p.572).

PAR foundation itself seems a collaborative process, if, as stated by Glassman, Erdem and Bartholomew,

“each of early AR originators brought a piece critical to the whole: Lewin contributed the ideas of field theory and gate keeping, Lippitt the relationship between autocratic and democratic decision making, Bradford adult education as a transformative process, and Benne the processes of democratic education as applied to adult training” (2012, p.278).

Action research has been retrieved in the Seventies while the researcher has been recognized no more as an external observer but involved in the research context and process, like other participants, in a peer relationship. Stressing the accent on these collaboration and participation aspects, the method is better called participatory action research. Sometimes in literature it is used to call it simply action research even if a collaborative research is conducted.

Currently PAR has been formalized as a recurrent five-phases cycle. More in detail it has been conceptualized as “two interlinked cycles [...] not conducted independently of one another, but [...] highly interlinked and somewhat contingent on one another” (McKay and Marshall 2001, cited in Jefferson 2014, p.109). Two cycles are referring to double aspect of PAR: first is the problem solving interest in action research and the second is the research interest (Jefferson, 2014, p.110).

3.3.1 Participatory Action Research phases

The recursive formalized sequence is the following: Analysis, Plan, Action, Evaluation, Reflection/Sharing. Here are summarized the phases in relation with present research data collection:

Analysis: it is the phase when problem is identified, thanks to gathering data from the context. This phase has been run collecting data by document analysis and the first focus group. Literature review can be also considered part of the analysis process.

Plan: Clarified the problem on the base of gathered data and the research questions in parallel, participants suggested possible actions to be done. This second phase took place during first focus group. In this phase multiple interventions have been chosen and planned in a time period that, at the end, lasted about four months.

Action: during this phase, interventions planned by participants have been put in action in the context by themselves. They were invited to keep a diary to collect data during the first two weeks of the project, between the two scheduled focus group meeting. In addition, relevant e-mail sent by researcher to participants have been also included in document analysis.

Evaluation: considering both the aspects mentioned above, this is the phase when, in problem solving perspective, participants find whether interventions have led to changes, expected or not; in other words if the problem defined has been solved. In research perspective, evaluation

phase means putting together results and research questions, aims and objectives of the research project.

The evaluation phase have been started after two weeks; in the meantime, participants took part to a second focus group. This second meeting was held after they had put in practice some of the interventions planned for that time period and also collected data and transferred to their personal diaries. Additional data useful to complete the evaluation have been gathered by a short interview, distributed to participants by e-mail from the researcher just at the end of another planned action: a month trial to an e-book platform.

Reflection and Sharing: more extensively identified by Moroni as “critical reflection and communication of learning” this phase gathers “reflection upon the experience, which may bring to the realization of further actions” and “identification of results reached, and sharing of experience both within the context and outside, towards the relevant scientific community”⁶ (Moroni 2011, p.4, also cited and translated in Jefferson 2014, p.99). In the light of this either reflection shared by participants, and by researcher with critical friend, than the writing of the thesis itself, are part of it.

⁶ *Riflessione critica ed esplicitazione degli apprendimenti*: riflessione sull’esperienza, che può portare alla realizzazione di ulteriori azioni; identificazione dei risultati raggiunti e condivisione dell’esperienza all’interno del contesto e all’esterno, verso la comunità scientifica di riferimento.

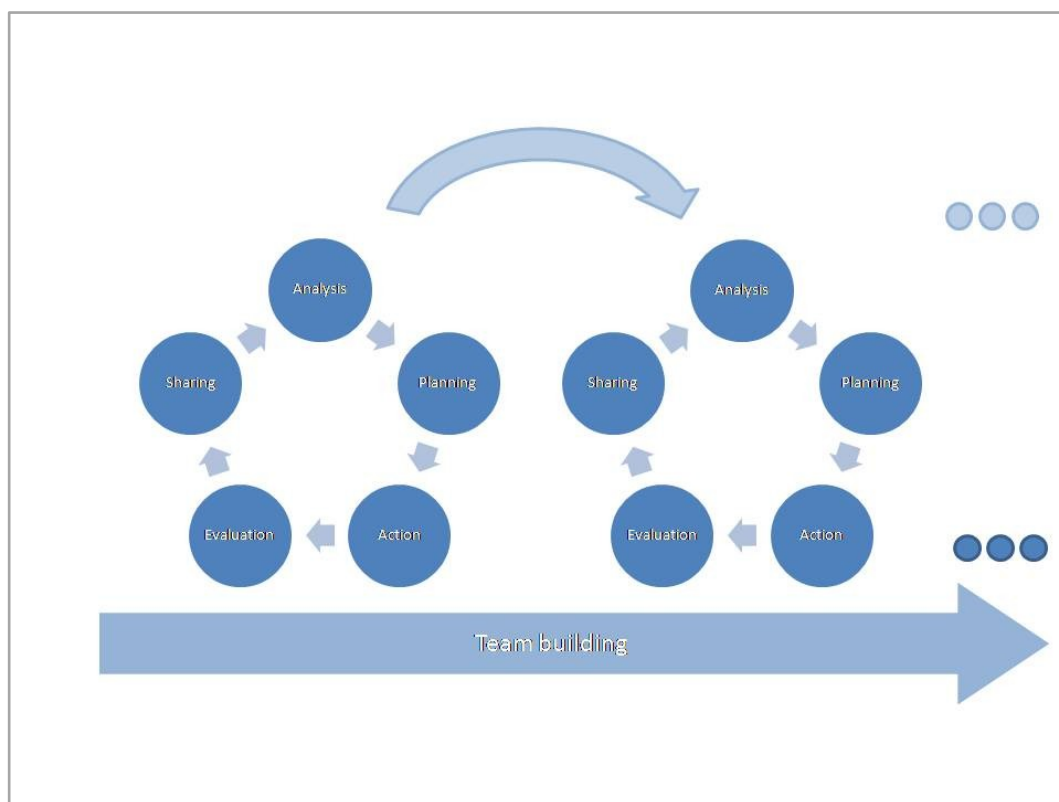


Fig. 2. Participatory Action Research recurrent cycle representation

3.4 Reflective practice

The research aim is to understand how to develop competences in librarians involved in. One of the research questions was to find effective ways to improve librarians' competences, in order to develop the library e-book service. The enquiry aspects join in PAR the other key point: the reflective practice, that in itself can lead to develop competences, starting from the researcher's ones.

According to Elliot action research can be considered the same as reflective practice (RP):

“Improving practice, when viewed as the realisation of the values which define its ends into concrete forms of action, necessarily

involves a continuing process of reflection on the part of practitioners. [...] This process is a central characteristic of what Schön has called reflective practice and others, including myself, have termed action research” (Elliot 1991, cited in Vezzosi 2006, p.291).

And Somekh resounded in 1995 that “most important element in action research is reflection; it lies at the core of action research” (1995, p.347), while “the researcher is a practitioner and the research involves an investigation into his or her own practice and that of colleagues” (1995, p.342).

The reflective practitioner image has been painted by Schön (1983), extending previous ideas of Dewey about reflecting by observing practitioners, so “reflection-in-action acknowledges the tacit processes of thinking which accompany doing, and which constantly interact with and modify ongoing practice in such a way that learning takes place” (Schön 1983 as cited in Leitch and Day, 2000, p.180).

“Reflection-in-action comprises reframing the problem and improvising on the spot so that the experience will be viewed differently. Reflection-*on*-action, on the other hand, is viewed as teachers’ thoughtful consideration and retrospective analysis of their performance in order to gain knowledge from experience” (Loughran 1996 as cited in Leitch and Day, 2000, p.180).

“These two processes together, in Schön’s terms, form the core professional artistry of the reflective practitioner” (Leitch and Day, 2000, p.180). What reported is about education field, but it can be extended more in general to any professional development, included librarians and information professionals.

McIntosh effectively synthesizes, stressing that the process leads to become into consciousness what is not:

“There is no doubting the overlapping qualities that are required to engage in effective reflection and action research. They can coexist alongside each other and simultaneously be embedded within each other as they are employed in daily working practices, but to be effective they require contexts which are transparent and supportive of allowing that which is unconscious to come into consciousness. This operates at both the personal and organisational levels” (McIntosh 2010, p.52).

3.5 Trustworthiness

Participatory action research projects are very bounded to the context and crucial is that a PAR aim is to face and solve a real problem in that context. As any other qualitative research process, the findings of PAR research, considered its inquiry aspects, cannot be generalized but in case transferred in receiving similar contexts. But PAR, and better AR in general, first

“embraces change, and, while other research methods seek to study and understand existing organisational structures and situations, action research puts action at its core and seeks to create change and study the results. It is an interventionist approach, whose goal is the improvement in three areas: the improvement of a practice, the improvement of understanding of the practice and the improvement of the situation in which the practice takes place” (Carr and Kemmis, 1986 cited in Vezzosi 2006, pp.290-291).

Validation concept has been used in qualitative research with different meaning and perspectives resumed by Creswell (2007): according to him, “validation” is “an attempt to assess the ‘accuracy’ of the findings, as best described by the researcher and the participants. This view also suggests

that any report of research is a representation by the author” (Creswell 2007, pp.206-207). The term “validation” is used “to emphasize a process rather than a verification” (Creswell 2007, p.207).

3.5.1 In research methodology

According to Lincoln and Guba, trustworthiness of qualitative methodology research findings can be ensured by four criteria: credibility, transferability, dependability and confirmability (Lincoln and Guba 1985 cited in Pickard 2013, p.20).

Credibility: it is given by “prolonged engagement of participants” and “persistent observation” of them and by triangulation of different techniques applied to study participants and their context (Pickard 2013, p.21). Furthermore, the sampling should grant the contribute of different points of view and perspectives on the phenomenon.

Transferability: the goal in qualitative research is not to generalize but to transfer findings in similar contexts, which means collecting as many details as possible and describing them precisely, providing “rich pictures’ on an individual level” (Pickard 2013, p.21) that allow to find similarities in receiving contexts. Nevertheless the first participatory action research goal still remains to “produce and deliver a solution to a real life problem and measure the success of the solution” (Pickard 2013, p.164). In this research method, subjectivity, intended as tacit knowledge, can be positive, because it is functional to select appropriate solutions that fit to the specific context (Pickard 2013, p.164).

Dependability: it is established by an external ‘auditor’ that examines the research process, how the study has been conducted. Evidence that methods and techniques chosen were relevant to the research should be given (Pickard 2013, p.21). The researcher, as a human research instrument, “applies appropriate data collection techniques, complemented by tacit knowledge, to the investigation” (Pickard 2013, p.14).

Confirmability: as the notion of ‘objectivity’ cannot be validated in qualitative methodology, confirmability is reached when the researcher allows to trace back results “to the raw data of the research”, assuming his “subjectivity knowledge” (Pickard 2013, p.21).

3.5.2 In research method

“Increasing the rigour and trustworthiness of participatory evaluations and PAR increases the likelihood that results are seen as credible and are used to continually improve programs and policies” (Lennie 2006, p.27). The five criteria described by Herr and Anderson (2014) are provided to establish trustworthiness in AR, and PAR, methods: democratic validity, outcome validity, process validity, catalytic validity and dialogue validity.

Democratic validity: it has to be shown with evidence that all participants collaborated actively to all the phases, adequately to the situation.

Outcome validity: it is demonstrated with the degree the intervention resolved the problem to deal with and it is based on the quality of data gathered and the evaluation step.

Process validity: it is the level of alignment of the process in relation with the outcomes. Data gathered (with triangulation from different sources) should sustain affirmations done in planning and action phases.

Catalytic validity: it is to demonstrate how the problem was studied in depth and understood by participants, how they were involved with and were stimulated, underlining the change potential of the method.

Dialogue validity: it is a form of “peer reviewing”, to “establish the relevance and significance” of data collected and planning, action and evaluation research phases (Pickard 2013, p.164).

3.5.3 An observer-participant researcher

About possible limits stated in 1.6 section, one regards the researcher who is both observer and participant in the project. To increase reliability and validity of the research, researcher has engaged in different strategies and interventions, as suggested by research methodology literature.

First, *multiple sources* of data and *multiple methods* of data collection have been planned, in order to consent *triangulation* of data.

Sampling of participants has been done to include the maximum variety of people. They have all a common role in their libraries, as they are part of the working group established to collaborate with the researcher in electronic resources reference and management (3.7): each participant has participated on behalf of one of the five library structures and this has allowed to have a manageable focus group number. Moroni stated that “from an operational perspective it is crucial that we create a working

group that consists of a few units (maximum ten people), coordinated by an expert who master the techniques of research, has good interpersonal skills and learning skills”⁷ (Moroni 2011, p.4). The whole working group has more than ten members.

In order to have *peer observation*, a *critical friend* has taken part to the whole project. Just after the end of each focus group a *briefing* with this person has been held and recorded.

“The term ‘critical friend’ [...] provides a helpful way of conceptualizing the balancing act that is a key component of the task of providing external input to a project in which service users are in the lead, but remain characterized by power imbalances” (Hardwick, Smith and Worsley 2016, p.135). “[Critical friends] also often push researchers to another level of understanding because they ask to make explicit what is understood at a tacit level” (Vezzosi 2005, p.69).

Accurate descriptions have been intended to report in introduction and in outcomes and discussion chapter, in order to give a ‘rich picture’ of the context and the research process. Quotations of participants’ speech recorded or diaries have been reported to corroborate statements and to ‘thicken descriptions’.

During both focus groups the researcher has shared with participants a word processor document with desktop sharing Skype™ feature, in order

⁷ “Dal punto di vista operativo è fondamentale che si crei un gruppo di lavoro composto da poche unità (massimo dieci persone), coordinato da un esperto che padroneggi le tecniche di ricerca, abbia buone capacità relazionali e attitudini formative”.

to receive feedback and instant *peer revision* of notes about what said. At the end of each meeting, notes have been sent by mail to all of them.

Focus groups had *a good level of interaction and dialoguing* trend. At the beginning of first focus group the researcher has underlined:

“The discussion is taking place in order to share multiple opinions and considerations, and enrich our perception of a common issue. The topic that we chose to explore is the e-book service and the librarians’ competences in dealing with it. There are obviously no right or wrong answers, only opinions – and these are all valid. You are all invited to participate, and it is up to you to decide whether to speak or not. If you have questions I invite you to share them; otherwise we could start with one of mine”⁸.

Openness and trusty between peers have been fostered by researcher. As stated by Lennie: “Significant sources of rigour include: participation and communication methods that develop relations of mutual trust and open communication” (2016, p.27). The invitation mail (Appendix I) or the introductory focus group words cited above are a sample of this intention. The participation to discussion and to any other following step was *under participant’s willingness* and with their freedom of leaving the project in any moment, considered that it has been an additional activity over the rest, not scheduled by their respective head librarians.

⁸ “La finalità del momento di discussione è di arrivare a esprimere una serie di percezioni, sentimenti, atteggiamenti, di ... considerazioni, sull'argomento che vogliamo esplorare: l'argomento è il servizio di e-book e le competenze dei bibliotecari a riguardo di questo servizio. Ovviamente non ci sono risposte giuste e risposte sbagliate, ci sono solo opinioni, ci sono solo risposte, tutte sono buone e giuste. E siete invitati tutti a collaborare, a partecipare a dire la vostra senza obbligo di parlare, quindi nella libertà anche questo. Se avete voi domande se no cominciamo proprio con una, con una mia” (Researcher, after [00:00.20] minute, Focus Group 1).

E-mail to participants during first PAR cycle and e-mail sent to all working group have been written trying to apply a dialoguing and open attitude and have been shared with the critical friend. Main ones are in Appendices.

Unexpected outcomes discussed in section 4.6 emerged in part from a meeting of the whole working group that usually collaborates with the researcher. The meeting has been held some months after focus groups. This meeting has been not investigated in depth neither recorded as previous focus groups, because it has been not planned as part of the research. Data have been anyway gathered from documentation available (e-mail that summarizes decisions taken, the newsletter disseminated, the trial account registrations, ...) and, next, quite at the end of trial, from participants written interview.

Finally researcher has not omitted weak or failed aspects and clarified limitations and bias in section 1.6.

3.7 Participants

The participants involved in the present research were one per each coordination structure mentioned in first chapter (1.2). They are all also part of the recently established working group in electronic resources reference and management⁹.

⁹ Atto di organizzazione per il miglioramento dell'organizzazione e dei servizi del CSB (Act of organization for improving the organization and the CSB services), protocol number 0060144, 30th October 2015.

Participants have been individuated one per structure and invited by an invitation e-mail from the researcher (Appendix I). These librarians have taken part to the project under their willingness to participate and with consent of their head-librarians.

As said, a colleague that already collaborated with the researcher has been asked to be a critical friend. In addition, while both members from the same structure declined the invitation, the related discipline has been anyway represented by the critical friend, who is working in a library which is also part of that structure.

3.8 Data collection techniques

To conduct the research four data collection techniques have been applied: document analysis, focus group, writing diaries and short interview to participants. Assumed that “all is data” (Glaser 2001 cited in Bergold and Thomas 2012), collection data techniques should also “build in participants’ everyday experience” and should be “appropriate to the concrete research situation and the research partners” (Bergold and Thomas 2012). As the present research project has been conducted between peers, the researcher paid attention not to burden colleagues and to propose techniques perceived as easy to apply.

3.8.1 Document analysis

Documents have been gathered and analyzed from the context to introduce, state and define the problem:

- organizational documents¹⁰ and rules¹¹, published in institutional site, have been functional to design the research project, for example the participants' individuation;
- planned budget distribution for 2016, which is an internal document and do not cite or specific any e-book acquisition program;
- few examples of textbooks acquired from 2015 onwards by libraries that have in addition digital content or are uniquely in digital format and have been catalogued in University of Perugia online OPAC¹²;
- mail sent by the office that centrally acquires and manages electronic resources to other librarians from the start of 2016, particularly those referred to e-book: for example the conversation thread that reports an opportunity given by a publisher to acquire single e-books for a minimum amount percentage of the money spent for annual electronic journal license fee. Documentation about agreement is reserved but known by researcher and participants.

¹⁰ Available at <<http://www.csb.unipg.it/organizzazione>> [Accessed 27 June 2016]

¹¹ Available at <<http://www.csb.unipg.it/regolamenti>> [Accessed 27 June 2016]

¹² Available at <<http://www.biblioteche.unipg.it/F?RN=413859270>> [Accessed 27 June 2016]

3.8.2 Focus group

Two online focus group took place using Skype™ services. Online meeting has been chosen in order to facilitate participation by the colleagues involved, that remained in their offices to simplify both meeting and libraries organization; in fact, several libraries are located in different districts of the city.

Both meetings, held on the 12th and the 26th of April have been recorded in MP3 format using the recorder Sony Digital Dictation Machine ICD-UX533 model and transcribed by the researcher using “Listen N Write” 1.17.0.3 version¹³ free software. In transcriptions texts, every five minutes it has reported the registration minute in square brackets. Whole transcriptions with an English translation are reported in Appendix III.

Employing Skype™, the researcher set up a group call and shared a word processor document during the two meetings, in order to let participants visualize outlined notes. At the end of the meeting, notes have been sent to all participants by e-mail. As agreed with participants, meetings lasted about one hour each.

The researcher has introduced all the themes to be discussed to the participants, reminding the main rules to follow during the meeting. Sometimes the researcher asked questions or slightly redirected participants to discuss main topics. In general, as the transcriptions show, conversations showed a good level of interaction between peers.

¹³ Available at: <<http://elefantsoftware.weebly.com/listen-n-write.html>> [Accessed 29 July 2016]

3.8.3 Diaries

At the end of the first focus group participants were asked to keep personal diaries, in the two weeks preceding the second meetings. A copy of all of these is in Appendix IV. Diaries have been delivered by mail to the researcher after the second meeting. A participant did not write anything. Following the end of the first meeting and in a subsequent e-mail, the researcher recommended not to pay any particular attention to style and that any kind of note was important and a useful contribution to the research.

3.8.4 Interview

The participants suggested a month trial to an e-book publisher platform as a future intervention. At the end of it, a short interview has been delivered by e-mail to PAR participants to have feedback about it. Sent first on 5th and forwarded on the 11th of August, the e-mail has been answered by all PAR participants except one. The choice to submit a written interview was made in order to suggest something different from the diaries, and in consideration that it was a vacancy period. The researcher has noted that keeping diaries in first weeks was somehow perceived as a tedious or a low interest activity by someone. The interview was created to receive a feedback about the subscription trial; yet, it was also a way to induce participants to reflect and write notes on the discussions and improvements made. The interview consisted of three

open-ended questions using the first person on purpose. These are reported in Appendix VI, together with the answers received.

3.9 Ethics

Participants have first been asked to participate to a PAR project by an invitation e-mail (Appendix I). The director of Library System and Rector's Delegate to Library services were also aware about the project. Invited colleagues have taken part of the research under their willingness and with consent of their head librarians.

Participants were granted to remain anonymous. The researcher declared in written form that no opinion would have been associated to the identity of each participant. To ensure anonymity, in all documentation personal names have been omitted. As participants were one per structure, to avoid the risk of being recognized anyway, library headings and disciplines or subjects cited or any other unequivocal reference to a person have been also omitted. Subject mention has not been judged relevant to the scope of the present research. The interest of the present research has been first to consider librarians experiences and not to confront these between subject areas. However, to associate univocally statements and opinions to each of participants, they have been identified as P1, P2, P3, P4 and P5 and their libraries coordination structures as L1, L2, L3, L4 and L5 (see legend in Appendix III).

Each participant signed bilingual consent form, reported in Appendix II, and returned it to researcher before the first focus group. In the form it was

declared title thesis and topic, name of researcher and supervisor, The only two authorized to examine data associated to participants' identities and only for research purpose.

In addition, any name of publisher or commercial service or product cited has been omitted. The research does not aim to evaluate, confront or promote any commercial e-book service.

3.10 Data analysis

Data analysis has followed ethnographic methods that focus on human experience analysis in its whole, gathering opinions, beliefs, behaviour and relationships. In a process of iterative analysis, different themes have been individuated and the writing about results is aimed to give a rich picture “demonstrating how multiple themes join together to create the ‘whole’. Analysis of ethnographic data still involves sifting and sorting and establishing themes but there is no attempt made to remove themes from the specific context” (Pickard 2013, p.268).

Chapter summary

This methodology chapter explores the interpretivist methodology approach and motivates the qualitative methodology employed. It states the premises of the research, and motivates the choices behind the research method employed, the Participatory Action Research. PAR phases has been described in relation with data collection techniques.

Trustworthiness is also considered with multiple strategies to achieve reliability and validation.

Then participants were introduced in the picture, as well as a detailed description of data collection techniques that they contributed to apply: document analysis, focus group, diaries and short interview. A paragraph on ethics shows ethical implications and choices put in action to ensure anonymity. Finally the ethnographic data analysis method use is declared and motivated.

4 Outcomes and discussion

The present chapter discusses the outcomes of the participatory action research phases. Each phase has been described and discussed with categories emerged from data gathered. Unexpected outcomes and further reflections come after the complete PAR cycle description.

4.1 PAR phase 1: Analysis

The document analysis, cited in section 3.8.1, has been reported when beginning the analysis phase. For example, the researcher has considered that no money of 2016 budget has been allocated to e-book purchase; she has evaluated the e-book subscription promotion that a publisher included in the periodicals access agreement; she has observed attempts to manage information about occasional single e-book purchased by individual libraries, analysing for example the related OPAC entry. These topics have also been cited by participants during first focus group. Participants have been invited to expose their first experiences with e-book as librarians, or as users. Telling about their experience in libraries, the group reflected on some of the limits of the e-book service. They have found even difficult to define what an e-book is and what is not.

They have discussed what kind of e-book can become part of the e-book service, how to access to e-books; moreover, they discussed the technologies and devices required, differences between students and

faculty use and the complications related to a different variety of purchasing and license options.

During the discussion, the participants identified a series of competences that they all agreed should be developed:

Technical competences: in order to understand the functionalities and technical limits and rules (e.g. DRM, Digital Rights Management) of e-book devices or platform to use it.

Content selection competences: to select and find content that really meets the interest and needs of users.

Purchase competences: a knowledge of the e-book market and what it offers, in order to choose the procedures that better fit the license purchased: single title versus packages, or subscription license versus purchase for perpetual access.

Management and use competences: to manage and explain access and use procedures (user registration or identification, digital loan, simultaneous users, ...) to give support and assistance to users.

4.2 PAR phase 2: Planning

Participants were asked what they personally would have done in order to develop the competences listed above:

“I would like to ask you one last question in order to conclude this discussion: how can I - I am using the first person on purpose here - take action in the matter of these competences that we seem to lack; what are the strategies, the ideas, the approaches that I need

to undertake in order to acquire these competences? In synthesis: how can I make a change when I feel like I am lacking competences?”¹⁴

Following suggestions were given:

-Browsing publisher's websites or visiting library websites of other academic libraries.

-Planning common strategies at library system level to establish planned purchase projects and planned selection processes and expenditure management. This was recognized more as an aim of the project or better an expectation from others.

-Gathering opinions or stimulating the faculty in receiving and testing available e-book.

-Searching on the web for OA e-book.

-Asking to the library system director to plan a specific professional course.

-Analyzing e-book platforms: for example by publisher presentations or asking for trials.

-Evaluation of students' information needs: for example by asking to students that collaborate in libraries. This, in synthesis, is a project promoted by the University which expects students to undertake 150

¹⁴ “Come posso - la domanda è volutamente alla prima persona singolare - ehm, intervenire su queste competenze che io vedo mancanti, e ecco quali secondo me possono essere le strategie, le azioni, le idee, gli atteggiamenti, i comportamenti, le scelte, per affrontare, per avviare il processo di acquisizione delle competenze che ho riconosciuto qui mancanti. Come, in sintesi, come posso intervenire su queste competenze qualora io le ravvisi mancanti”(Researcher after [00:45.00] minute, Focus Group 1).

hours of collaborative work each year. Students can submit an application for this internship, and can be selected. It is a paid position.

-Signing for free to an e-book platform provided by the public libraries system of Perugia municipality, even if it is a more general resource, not for academic purpose.

The researcher also suggested

*-browsing the website “Ebook in biblioteca”*¹⁵ edited by Laura Testoni,

an Italian academic librarian of University of Genoa. She has published online a short e-book guide on non-formal learning purpose in Italian language.

4.3 PAR phase 3: Action

Participants had two weeks to experiment with suggested actions. They were totally free and responsible to organize their own activities. They were also asked to keep a diary where they could register their learning activities as well as anything else concerning e-book. During the two weeks two opportunities about e-book have been promoted to participants by e-mail.

The first concerned the list of e-book available through the University of Perugia, to which a link¹⁶ was published on the libraries' website. This

¹⁵ Laura Testoni, Ebook in biblioteca. [online] Available at: <<https://sites.google.com/site/ebookinbiblio/>> [Accessed 8 September 2016]

¹⁶ Trova E-book. [online] Available at: <<http://tinyurl.com/jz3o9ek>> [Accessed 8 September 2016]

links to Open Access e-books and to a small e-book collection, in pdf format, subscribed by the CSB in addition to existing databases and journal packages licenses.

The second was the invitation to a webinar, received by a publisher, introducing its commercial e-book platform by a “trainer”: one of the participants joined it.

In the middle of the time agreed, a follow up e-mail has been sent by the researcher to resume the suggestions and remind the second focus group meeting date.

4.4 PAR phase 4: Evaluation

The second focus group was mainly aimed to discuss the two-weeks time experience and to advance further suggestions for future steps.

At the end of the meeting, the participants sent their diaries to the researcher. Three participants reported more than an entry. One sent a general comment by mail while another did not send any feedback. In addition, the latter was also absent during the second meeting, for personal reasons.

During the meeting, the participants commented the following actions:

-Signing for free to the public library e-book platform: it turned out to be difficult to sign in, because it requires a registration, in order to sign policy documents and to have the card to public library service. This is obtained going on presence to a library of the public library system and giving a photograph. In the end, no other participants registered for that e-book

service. The public library e-book platform was accessed only by the colleague who had registered before the research project started. According to his/her personal experience, the DRM was found to be a difficulty, especially in opening file.

-Accessing content available through “Trova E-book” service: This service only allows a search by title, ISBN code, year and publisher. It is not possible to search by subject or category. A similar modification could be useful for users that need to research specific content. Researcher has received the comment, underlining that “discovery tools” services do this type of search on content. The library system has not subscribed any one of these yet.

-Gathering opinions or stimulate faculty. Advised about “Trova E-book” link publication by a participant, a professor requested to add in this service the link to one open access e-book he is the author of. After the technical aspects checking, it was found that the e-book does not have the requirements compliant with service.

In this case the researcher has advised another competence, not only concerning the e-book service and not only in charge to librarians: *sharing/promoting knowledge about open access publication* to users/authors, in order to advise them also about technical requirements; this would increase visibility and facilitate access to publication.

-Searching on the web for OA e-book: a participant did some research with collaborating students and said that

“even if we did not discuss this topic, they had fun as they would on the OPAC system, finding books by title... but I was going to

say that there were no DRM in this case, none of this issues that might discourage them... but they looked happy with it, and even surprised”¹⁷.

-Evaluation of students' information needs. Interaction with collaborating students was found useful by participants in order to get information on students' information needs. Even in the first meeting a participant reported some students' habits shared with him/her in conversation with some students: for example, they quite often use tablets for taking notes during lessons but they prefer to have handbook in print format for prolonged study.

In the second meeting a participant reported what collaborating students interviewed would have prefer between digital and print books. They admitted to prefer print book to study purpose and that they could be open to e-book format in case they read for leisure. This has been also noted in P3 diary (Participant P3, 14th of April entry, Appendix IV).

-Browsing publisher's websites or visiting library websites. One participant browsed a publisher site and found e-book ready to purchase, at a low price, interesting for the library; limits in use were declared:

“for example, as far as this matter is concerned, I was going through xxxxxxxx website... and there, in the online catalogue, this topic is well treated; there are a limited amount of copies available in the catalogue and some only allows a few pages to be printed, let's say, only 10 pages within 24 hours; there are also some encrypted e-book that can't be neither printer nor copied, so each e-book has to be considered as a single element, depending

¹⁷ “però loro anche se non hanno, non era presente questa cosa per argomento, per soggetto, poi in realtà si sono divertiti come farebbero sull'OPAC, insomma cercando con le parole sul titolo ... però certo la mia domanda è forse è perché qui non c'è nessun DRM, non ci sono non c'è nessuno di questi problemi che un po' li scoraggerebbero ... però erano soddisfatti e anche piacevolmente sorpresi” (Participant P5, after [01.05.00] minute, Focus Group 2)

on the publisher producing it. Some publishers will allow printing for their products, some other will limit this possibility; here like before it will become harder and harder to discuss this subject”¹⁸.

-Browsing the website “Ebook in biblioteca” or other academic libraries.

“I was also very impressed with the resources we shared, especially that of Laura Testoni which I think covers particularly well our interests”[...] “And it’s also useful to explain our matters to others. We also have to keep in mind that it’s not a definite thing, but a resource that is still growing... as far as other interesting sources, I think that the University of Torino should be kept into account ... the University of Bologna, as you rightly pointed out, is a good one; but I would suggest Torino as well”¹⁹.

-Analyzing e-book platforms. The participant who joined the webinar reported that technical information about e-book were available in “Ebook in biblioteca” website. Nevertheless that participant said that “these demonstrative sessions are important - I believe - promoted by providers. They usually make really practical examples, which are easier to follow”²⁰.

¹⁸ “Per esempio, io a questo proposito guardavo sul sito eh... di xxxxxxxxxxxx eh ... lì appunto parla di, che nel catalogo, ci sono degli e-book, alcuni consentono un numero limitato di stampe, di copie, per esempio fino a 10 pagine nell'arco di 24 ore e e-book che invece non consentono nessuna operazione né di stampa né di copia quindi cioè ogni e-book bisogna considerarlo un caso a sé a seconda dell'editore che ha, perché c'è chi dà la possibilità di stampare e altri che invece limitano molto questa libertà di stampa, e questa possibilità e anche qui come dopo, se vengono acquistati, muoverci in questo settore non è mica facile” (Participant P3, around [00:20.00] minute, Focus group 2).

¹⁹ “Anch'io sono rimasta molto soddisfatta dalla risorsa quella di Laura Testoni che secondo me è da tenere proprio presente sia per noi [...] sia per spiegare agli altri, poi considerando che è una risorsa che si accresce continuamente, cioè non è una cosa che è finita, quindi che continuamente può avere novità... e riguardo a altre fonti interessanti secondo me l'Università di Torino è da tenere sott'occhio, ... come prima dicevate, assolutamente l'Università di Bologna, e anche Torino, io aggiungerei” (Participant P5, around [00:20.00] minute, Focus group 2).

²⁰ “le dimostrazioni queste dei ... diciamo dei fornitori commerciali aiutano nel senso che magari fanno anche degli esempi pratici sul momento lì uno segue un pochino meglio” (Participant P1, after [00:30.00] minute, Focus group 2).

4.5 PAR phase 5: Reflection and sharing

At the end of the second meeting, the researcher asked a brief evaluation on everyone's whole experience, and eventually on personal progress in gaining competences, if recognized:

“which of these roads ... of these interventions, such occasion, in your opinion were good for you and that are ... that may be suggested if another colleague ask for, to say ... I ... imagine the situation: "I do not understand anything of e-book but I know that you do a little, what do you advise me to do? Where to start?"²¹

Participant P1 summarized a possible sequence of interventions:

“I think that reading those resources, those links that were shared among us, was the best thing to start with. I mean, it is well organized: it can be very interesting for someone that is just approaching the subject. The language employed is clear, synthetic, and the more technical issues are explained through other resources”. [...]

When the basic concepts are clear enough... at that point I think they can be introduced; that's when one needs the practical explanation of what he or she has just learnt... personally, I would share the links with my colleagues I think those are useful... then of course, it's up to the single person...²²

²¹ “Quali di queste ... strade di questi interventi, di queste occasioni, secondo voi sono stati buoni per voi e che sono e che potrebbero essere suggeriti se ve lo chiedesse un altro collega, per dire: ... “io” - immaginate la situazione - io non ci capisco niente di e-book però so che tu ti sei un po' interessata, che mi consigli di fare? da dove partire?” (Researcher after [00:55.00] minute, Focus group 2)

²² “io penso che la lettura di quelle fonti, quei link segnalati come base di partenza sia la cosa migliore, nel senso che proprio va in ordine, come per ... eh ... per interessare un principiante, un diciamo una persona che parte da zero diciamo. Perché il linguaggio è chiaro, sintetico soprattutto, e poi per le cose più tecniche rimanda ad altre fonti, poi il livello di approfondimento cambia a seconda dell'interesse successivo di chi si avvicina a questo argomento [...] quando uno già magari ha più chiari i concetti fondamentali e allora sì, quello proprio è il passo successivo con l'applicazione pratica del ... del concetto teorico diciamo ... io personalmente i link quelli segnalati li passerei ai colleghi, nel senso che sono, secondo me sono utili ... poi certo ... eh ... sta anche all'interesse del singolo approfondire o meno” (Participant P1, around [01:00.00] minute, Focus group 2).

Reflection by participants was not only on research objectives, about the competences, but more in general it was extended to the process itself and to personal outcomes, starting from the researcher admission: "Let's wait for a question [from our colleagues] and create a sort of appetite...? I mean, I did not ask you whether you wanted to talk about e-book or not, right?"²³

Participant P1 and P4 made it explicit:

"I also want to talk about the half an hour I was able to invest in it... I did it because we are approaching it as a group; if I had to start by myself, I wouldn't have put so much effort in it, I have to be honest".²⁴

"Since this focus group "forced" us to start researching, I feel like we were more... Solicited in a way. I myself should dedicate more time to it; I was not able to produce much in the past 15 days. I mean, I asked myself several questions... but if we are discussing it in a group, then I feel more inclined to put 10, 15 minutes of hard work into... I mean, everyone can feel involved"²⁵.

Finding it useful and pleasant together ("I found it quite pleasant" has said P4 after [01:10.00] minute, Focus group 2), at the end of the meeting

²³ aspettiamo una domanda o creiamo un appetito, nel senso: io non ho aspettato la vostra domanda di sapere se volevate parlare con me di e-book, no? (Researcher, after [01:00.00] minute, Focus group 2).

²⁴ anch'io dico quella mezz'oretta che c'ho ritagliato, cioè, l'ho fatto in funzione del lavoro che stiamo facendo. Se fosse stato a monte così generico, forse c'avrei messo un pochino meno d'attenzione, sono sincera... (Participant P1, after [01:00.00] minute, Focus group 2).

²⁵ "Sentendosi "costretti", ad ampliare questo focus group perché magari cioè come noi ci siamo sentiti in dove... cioè sollecitati in qualche modo anche se non, personalmente non è che han... cioè dovrei dedicarci più tempo quindi anche io in questi 15 giorni in effetti non è che ho potuto approfondire più di tanto, cioè mi sono fatta delle domande però ecco, sentendosi poi comunque coinvolti e sollecitati magari uno un minimo anche 10 minuti un quarto d'ora poi metterci tutti insieme viene fuori un lavoro e si sent...., cioè anche gli altri colleghi si possono sentire partecipi..." (Participant P4, after [01:00.00] minute, Focus group 2).

participants expressed their availability to repeat the focus group experience and to extend it to other colleagues, one said:

“it’s useful, because we all work in different places, the Service Centre [CSB] is up there... it’s a good way to feel united, to share problems, you see.. they all come out.. I thought we would speak less, but it works well for me, even better [than being in presence]”²⁶.

During the two weeks Participant 1 (P1) attempted to inform or involve other co-workers in the same library sending e-mail. P1 encountered low interest or disaffection: no replies and only one phone call, even though it was stated that users were the ones to show no interest in e-books (Participant P1 diary, 14th of April entry, Appendix VI).

Other suggestions for future work have emerged from participants debate:

- to solicit cataloguing staff to establish a way, for example a describing note, that advises when a print textbook is available in digital format.
- to sign up for a trial for interdisciplinary or subject e-book collections, in order to better understand discipline coverage.
- the need to know more in depth the electronic licenses agreements, especially opportunities and limits, in order to respect them dispatching services like Document Delivery or Interlibrary Loan.

²⁶ “è utile perché noi siamo dislocati in zone diverse, il Centro Servizi è lassù, noi ... cioè quindi è un modo per sentirsi uniti, per scambiare problematiche, cioè capito, e poi vedo che comunque vengono fuori, uno, io pensavo che uno parlasse di meno, invece secondo me si riesce a parlare anche meglio” (Participant P4, after [01:10.00] minute, Focus group 2).

4.6 Unexpected outcomes

The researcher expected the research project to end after what described above.

Nevertheless, two months and a half later, in a subsequent meeting of all collaborating team mentioned above (3.7), further unexpected outcomes have been found.

Colleagues involved in PAR have been interested in the three topics proposed by the researcher to be discussed in that meeting, giving their concrete contribution and active support to start new and shared activities agreed in that date. Three main problems and solution proposals agreed are summarized in a mail sent by researcher after the meeting (Appendix V).

4.6.1 Sharing and disseminating electronic resources information

First question asked was how to promote electronic resource use, disseminating more effectively communications about them.

Particularly, students and staff do not receive any regular information, whereas the department faculty is informed by mailing lists or through news on the department website, as established before.

One of the PAR participants, not present at that meeting, suggested to the researcher to start an electronic resources newsletter service. The colleagues in meeting were advised that the team would have been in charge of this new activity, not the electronic resources central office.

It has been agreed to send the newsletter directed to all institution members (students, faculty and staff) twice-three times per year. The newsletter was agreed to be managed in small groups of two or three people of the team in turn. First turn involved three PAR participants as volunteers. Another colleague was present in the newsletter editing meeting. She explicitly requested it, in order to “learn by doing” and to be able to work on release number two. The first release was sent on the 29th of July 2016. Second one is expected before the year end.

In addition to this, suggested editing arrangements discussed in the meeting have been shared in a document, then revised by all members of the small group, in order to be saved in a brand new section of the digital sharing area, reserved to all electronic resources team.

4.6.2 Trial to an e-book platform proposal

For this second proposal the participant that had joined the training webinar during PAR project granted assistance to other colleagues. It meant to answer possible questions and clarify doubts before eventual asking to provider. The same participant shared material about the webinar with all the team.

Team appreciated the possibility, given by the provider, to open the trial two times. First trial was opened in July - August months and it was accessed only by librarians. The next one has been scheduled between September - October months, open to all university members.

To access full functionalities of the platform individual registration is needed. The trial registration module, available through the platform administrator account, provided the following data: during the first trial period, three PAR participants registered on the system, out of five available accounts. The critical issue was that trial was during summer vacancy period. In addition to this, the provider of the e-book platform scheduled a webinar for Perugia University librarians only. It has been held on the 9th of September and three of the five PAR participants joined it in a total of about fifteen people. The webinar has been recorded also and shared in digital sharing area.

As reported in section 3.8.4, a brief interview was sent to five PAR participants and four of these sent answers (Appendix VI).

4.6.3 Short interview outcomes

All of the participants that answered agree that trial has been useful to extend competences, in particular, technical ones: they have felt to become more familiar to e-book and its features and platform functionalities.

P1 writes: "I find it an useful experience, it allowed me to become familiar with both the dedicated platform (search, bookshelf, ...) and with the products offered"²⁷.

²⁷ "Sì, ritengo utile l'esperienza, che mi ha permesso di prendere confidenza sia con la piattaforma dedicata (ricerca, bookshelf, ...) sia con i prodotti offerti" (P1, answer to interview question no.1).

P5 writes quite similar, underlining the lack of familiarity:

“The importance of the trial of e-book on the situation of ‘Unipg librarians’ is particularly important to us, having very little familiarity and being a different electronic resource from online magazines with which we had to learn to live with since long time. The skills that I think I have improved are better "glance" and agility in the use”²⁸.

To stimulate a more concrete evaluation - and self-evaluation -, they were asked to cite features and functionalities, choosing those easier and those harder to use. The third question has been referred to users, asking which features they would underline to users of their libraries. This question refers to a possible situation, making librarians think in their real users perspective, starting from experience and tacit knowledge. Participants’ answers to last question follow:

“-Taking action on the digital text through underlining, notes, increasing font size, searching words in the document, etc.
-Read the text on multiple devices
-Print only what you need (with better print quality than a photocopy).”²⁹

“Certainly interesting for users is the possibility to download texts in pdf format”³⁰. “I would point out to users the possibility of highlighting, adding bookmarks and notes, supporting to mobile devices”³¹.

²⁸ “L'importanza dei trial su e-book per la situazione dei bibliotecari unipg è particolarmente importante avendone noi pochissima dimestichezza ed essendo una risorsa elettronica diversa dai periodici on line con cui abbiamo dovuto imparare a convivere da tempo. Le competenze che ritengo di aver migliorato sono quelle di migliori "colpo d'occhio" e agilità nell'uso” (P5, answer to interview question no.1).

²⁹ “- intervenire sul testo digitale attraverso sottolineature, note, aumento dimensione caratteri, ricerca di occorrenze nel documento, etc.

- leggere il testo su più dispositivi

- stampare solo lo stretto necessario (con qualità di stampa migliore rispetto alla fotocopia)” (P1, answer to interview question no.3).

³⁰ “Sicuramente interessante per gli utenti è la possibilità di scaricare parte dei testi in pdf” (P2, answer to interview question no.3).

4.6.4 Online meeting proposal

During the previously mentioned team meeting, it has been briefly resumed the experience of the online focus group. PAR participants appreciated the online meeting experience and all participants present to the second focus group agreed to repeat online meetings:

“R: thank you. We can also think about a weekly update, “Fridays of...” ... ah ah (*laugh*)
P5: ah ah (*laugh*)
P4: yes? Sure!
R: eh?
P4: let’s set a day for these meetings
P3: Skype Fridays
R: Skype Fridays, thank you P3!
P5: ah ah (*laugh*)
R: P1, do you agree?
P1: yes, yes, let’s try”³²

In that team meeting, PAR participants supported the proposal of having meetings online, indicatively one per month, in order to share information, even if other colleagues expressed some doubts. The first online meeting is expected at the end of September.

³¹ “Agli utenti segnalerei la possibilità di evidenziare, aggiungere segnalibri e note, il supporto per dispositivi mobili” (P5, answer to interview question no.3).

³² R: grazie, veramente. Possiamo anche pensare ad un incontro veramente fissato, che ne so, i "venerdì de ..." ah ah (*ride*) / P5: Ah ah (*ride*) / P4: siiiii? ... va bene / R: eh? / P4: fissiamo ... un giorno / P3: i venerdì di Skype / R: i venerdì di Skype, grazie P3! / P5: ah ah (*ride*) / R: P1, sei d'accordo? / P1: sì, sì, ci proviamo (Researcher and Participants, after [01.10.00] minute, Focus group 2)

4.7 Discussion and further reflections

Regarding the PAR experience, as said before, the first impressions of researcher and the critical friend have been shared and recorded after the two focus group. Some themes from that discussion and further researcher's reflections are outlined under, gathered in three sections. These are written using the first person.

4.7.1 About participation and sharing

- A participant found the focus group experience much better than meetings in person, it was his/her first experience, he/she felt more included. He/she also underlined that talking with others came easier in such circumstances, since who works in centralized office is usually harder to come by. "It was my first experience and I really enjoyed it... it's also good to stay in touch with colleagues you don't see often, very good indeed"³³.

I have thought that online meetings really could help to improve relationship quality between centralized office librarians and libraries personnel, shortening physical and relational distances at a "low cost impact". For that I made the proposal to start to use this way of meeting colleagues more regularly. Other PAR participants supported this proposal

³³ "Io ero alla prima esperienza, ma è stata una bella esperienza, anche perché almeno uno può parlare con le colleghe con le quali non ci si vede sempre, proprio è stata una bella esperienza" (Participant P4, after [01.10.00] minute, Focus group 2)

during the meeting in presence with the whole working group on electronic resources, after they have tried it by themselves twice.

Maybe the online meeting has been more effective than other experiences because of the awareness of being recorded; perhaps it was also because participants were free to talk but with a clear objective: tell about their experience in a specific field. Sharing such aspects has made them interested in other colleagues' stories and they were satisfied to share theirs and to find similarities.

- Besides the competences developed in the e-book field, co-working competences were also enhanced; in fact, in a subsequent meeting, PAR participants decided to be engaged in new projects like editing a newsletter about electronic resources in small groups or evaluating actively an e-book platform trial to understand functionalities and be aware about content and subject covering. They have been able to involve and persuade other colleagues.

4.7.2 About competences

- At the end all the participants were informed by those that had shared new experiences, for example the participant that followed the webinar shared the main information to others, and the one that tested the public library e-book platform gave information on it to the others as well. So in participative approach every participant, even if not very active, can receive something and increase competences and knowledge.

- I want to underline that colleagues were free to participate to the research and moreover they were free to take part in the new projects mentioned and described above.

- In order to start the PAR project, no literature review was shared with the participants before the start and no particular precondition or preparation was requested. During debates I was quite surprised that all problems considered were those reviewed in literature, it happened that tacit knowledge of colleagues some way became explicit.

- Some factual suggestions emerged from discussion: for example, about improving cataloguing descriptions, becoming adequately aware of electronic resources licenses, for example about loan - also interlibrary loan -, understanding differences between discovery tool and OPAC functions, designing future e-book service taking in account students with learning disabilities³⁴.

I have appreciated the participants' willingness to suggest solutions about a problem even if not directly involved in or responsible of that job area.

4.7.3 About continuous professional development

- I am persuaded that librarians have no need to wait for users' explicit requests in order to approach a new field. A participant has stated that, according to a librarian, there is no need to have e-book, because users

³⁴ Participant P4, mail received instead of diary some days after second meeting to all focus group, 29th of April 2016 (Appendix IV)

did not ask for them (Participant P1, 14th of April entry, Appendix IV). However, it is also true that I did not wait to be asked about e-book prior to starting research. At the end, everyone seemed satisfied about their participation and reported some results in terms of increasing competences or almost knowledge about e-book.

- During the first focus group a unified library system policy on e-books was suggested; moreover many expressed the wish of a centrally lead initiative to organize a formal course on e-books. As a librarian employed in a centralized office, I realized how many people were willing to be educated on the subject, but not to take action for active change themselves: not many of my colleagues expressed their interest in expanding their knowledge and competences in any other way that wasn't a formal course. Nevertheless, we have to remember that the evaluation system of public administration workers puts certified knowledge in the first place; especially if achieved through formal learning rather than through competences and experience.

I thought that librarians should anyway engage themselves in informal and non-formal learning processes to show interest and eventually formalize themselves a collective proposal directed to the director of the library system, underlining the need of formal learning interventions, in a bottom-up dynamic. In this, aided by the critical friend perspective, I understood that the feeling of being excluded from responsibilities and central decision making processes smothers initiatives. Critical friend and I, we concluded

that a possible outcome of the PAR project should be an e-book formal learning course request for next year.

- Furthermore, I want to highlight my own personal outcome, in both my approach and personal believes. I have been the first enriched by this research project, as I mentioned at the end of the second focus group: “We have been discussing for one hour and ten minutes and I feel like I already abused your patience; I repeat, I found this meeting very enriching, thank you”³⁵.

Particularly, I did not expect further outcomes described in section 4.6. It has been a follow up of the original PAR project, and I hope that participation and research attitudes become an ordinary way of working in the electronic resources team and more in general in the whole library system.

- During the mentioned briefing, critical friend and I remembered at the same time the following cartoon, seen in a recent online paper³⁶ and we decided that it would have been nice to share it also here. Without any negative thought, it has just reminded us not to wait for external input about new services and to be ready and open to novelties, even if it implies innovation in working processes and continuing professional development efforts.

³⁵ “siamo arrivati a un'ora e dodici di incontro mi pare di aver già abusato della vostra pazienza però ripeto per me è stato tanto tanto arricchente, vi ringrazio” (Researcher, after [01.10.00] minute, Focus group 2)

³⁶ Available at: <<http://www.aib.it/aib/sezioni/emr/bibtime/num-xix-1/giglia.htm>> [Accessed 8 September 2016]



Fig. 3 “No thanks, we are too busy” cartoon (image credit: unknown)

Chapter summary

This chapter presents the participatory action research cycle in details. Each phase has been described and discussed with categories emerged from data gathered, underlining evidence of participants contribution in order to analyze the situation, plan and act interventions and evaluate outcomes. Reflection and sharing processes have concerned not only research topic but also research method. Unexpected outcomes in next working activities have been outlined, becoming quite a follow up phase. Further researcher’s reflections, written in the first person, have been shared in last section, gathered under three macro-categories.

5 Conclusions

After the description and discussion of the outcomes, conclusions are summarized in the light of the *research objectives*, which are:

- to explore librarians' opinions about e-book service development required competences,
- to identify librarians' learning needs about e-book service development,
- to find effective ways to improve librarians' competences in order to develop e-book service.

5.1 Librarians' opinions on competences about e-book

The participatory action research first objective was to explore librarians' opinions on competences required to develop an e-book service.

Along the research process, especially during the first focus group, participants have shared their opinions and have found a number of competences, which have been resumed in broader categories.

Technical competences. This category includes understanding the functionalities, technical limits and regulations, for example the Digital Rights Management, established to use e-book or reader devices or platform that deliver e-book.

Content selection competences. Librarians should be able to select, purchase - or find anyway - content that really meets interests and information needs of users. To achieve this goal it is required to be able to

ask, to observe and to understand users' information needs about e-book, even before they make these explicit. And of course it is needed to know what the market offer is.

Purchase competences. As far as these competences are concerned, it is important that librarians know enough on the market condition for digital books. Moreover, they should be familiar with the Italian law and with the procedures of managing a public budget, in order to choose and apply those that fit specific licenses. Purchasing a single title is different from purchasing packages and collections; similarly a subscription license is different from perpetual access.

Management and use competences. These competences refer to managing access to e-books, to maintain it, explaining how to access and use e-book to users (e.g.: user registration or identification on platforms service, digital loan, simultaneous users), giving information support and assistance to users.

Open access publishing opportunities deserve a separate mention: if librarians have to provide assistance to authors as well, the former should be able to address and suggest author's choices and solutions, in order to publish the e-book. This is in order to give to the e-book the most possible visibility and interoperability with other services (e.g. link resolver, discovery tools).

5.2 Librarians' learning needs about e-book

Participants were aware that a number of competences are needed to develop an e-book service and this has emerged from their explicit and tacit knowledge. They had thought about it without any particular request or suggestion from the researcher before the research started.

They suggested multiple informal and non-formal learning ways to develop e-book competences, underlining that a formal learning course should be organized by the library system anyway. Suggestions are the following:

- browsing publisher's websites or visiting library website of other academic libraries;
- gathering opinions or stimulating faculty in receiving and testing e-book;
- searching on the web for OA e-book;
- analyzing e-book platforms: for example through publishers' presentations, asking for trials, signing as users to an e-book service, if existing in other libraries, even public and not academic;
- asking for information to students that collaborate in libraries in order to evaluate students' needs;
- reading through short and easy e-book guides for non-formal learning written in Italian, for instance "Ebook in biblioteca" edited by Laura Testoni, an Italian academic librarian.

It can be assumed that if a participant is searching for a suggestion, a solution, he/she perceives to have a lack of some competence, in other words a problem to solve. Anyway, suggested interventions were

addressed to compensate competences included in every category mentioned above.

5.3 Effective ways to improve competences about e-book

Measuring which single intervention has been effective and how much, and which has not been useful is not the aim of the research. It has been observed that all participants have made something to fill up the lack of competences.

None of the participants has tried to do everything suggested, and in any case it is unrealistic that all the competences needed could be acquired by suggested steps.

Nevertheless, all the participants have responded to this agreed opportunity. Under their willingness, they have participated to the research process, they have suggested informal and non-formal learning ways to face the lack of competences found, they have chosen and put in action some of those suggestions. Moreover, they took upon themselves the responsibility of taking action, sharing experience and personal results with peers; something that turned out to be a satisfactory activity and a chance for personal development.

In fact, by the end, they have become more aware of the topic than they were before; in the participatory evaluation and sharing phases each one, listening to the experience of one another, has received something (e.g. experience and information about missed suggestions).

Finally, the PAR process in itself seems that lead to a personal development, independently from the e-book issue.

In fact, as mentioned in the unexpected outcomes section (4.6), PAR participants have been responsive and able to apply a collaborative attitude in other activities proposed, even after the end of the research project: among these, starting a newsletter on electronic resources or supporting other colleagues during an e-book platform trial with personal experience.

5.4 Recommendations and further developments

Following the outcomes of the research and the reflection on action, the researcher recommends participatory action research method in similar contexts. PAR process lead to unexpected learning possibilities in professional as well as personal development. This research method enhances individual efforts toward a change, because it promotes the possibility of sharing these efforts with a community. PAR can “catalyze” and get together single initiatives and contributes to shape a collaborative attitude to achieve results. These results are not absolute but the most suitable for the specific context where PAR is applied.

Taking into account that library professionals are still in a redefinition, quite a revolution, of their role in the information (2.0) society, the PAR can play a big role in this redefinition process, and can lead librarians to “be what they are” in relation to actual social contexts. This is what a participant has noted in the diary:

"I bought the book "BiblioTech" by John Palfrey. I would like to transcribe a small piece:

If [librarians] remain too tied to a traditional view of their work, focusing only on preserving collections of physical objects [...] they will have a difficult future ahead of them [...] Librarians must reinvent themselves and their profession and align the activities with what communities are asking them to do.

For me this is not a threat but an opportunity [italics by the researcher] *to keep me up* and the 'e-book case' is certainly an important point of the question.³⁷

³⁷ Ho acquistato il libro "BiblioTech" di John Palfrey. Vorrei trascrivere un piccolo brano:
"Se [i bibliotecari] rimarranno troppo legati a una visione tradizionale del loro lavoro, concentrandosi solo sul preservare collezioni di oggetti fisici ... avranno davanti a sé un futuro difficile ... I bibliotecari devono reinventare sé stessi e la loro professione e allinearne le attività con ciò che le comunità chiedono loro di fare." (Palfrey 2016, Italian ed., p. 136)
Per me questa non è una minaccia ma una possibilità di aggiornamento e il "caso e-book" è sicuramente un punto importante della questione.

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Appendices

Appendix I: Invitation e-mail

Da: "Valentina Gamboni" <valentina.gamboni@unipg.it>

A :~~xxxxxxxx~~

Cc :~~xxxxxxxx~~

Inviato: Venerdì, 8 aprile 2016 12:27:53

Oggetto: Progetto e-book - richiesta di collaborazione

(italian)

Cari colleghi,

scrivo per invitarvi a partecipare ad alcune semplici attività inserite in un mini-progetto di ricerca che sto elaborando ai fini di un mio percorso formativo personale e che intende essere funzionale all'introduzione degli e-book nel nostro ateneo.

Tale progetto, di cui sono informati il direttore e il delegato che leggono in copia, prevede due riunioni di gruppo a distanza con Skype nel mese di aprile. Il gruppo sarà costituito da un referente per le risorse elettroniche per ciascuna struttura, me e ~~xxxxxxxx~~. Per organizzare il lavoro secondo le indicazioni ricevute infatti ho dovuto limitare il numero dei partecipanti ed ho pensato a voi sperando in primo luogo di non interferire troppo con le attività in corso e nello stesso tempo convinta che siete le persone con le caratteristiche più adatte. Il tema è nuovo per tutti me compresa e gli incontri serviranno a condividere aspettative, conoscenze ed esperienze.

Le date che propongo di fissare per le riunioni sono i giorni martedì 12 e martedì 26 aprile.

Sottolineo che l'impegno richiesto è minimo mentre i miei ringraziamenti per la vostra collaborazione fin da ora sono massimi!!

In attesa di un vostro riscontro, possibilmente a stretto giro anche per predisporre gli aspetti tecnici (account Skype, microfono, ...), vi invio un caro saluto.

Valentina

(english translation)

Dear colleagues,

I am writing to invite you to take part in some simple activities included in a mini-research project that I'm working for the purpose of a personal learning course and intends to be functional to introduction of e-books in our university.

This project, which I informed the director and the delegate who read a copy, it has two group meetings at distance with Skype in April.

The group will consist of a representative for electronic resources for each structure, me and ~~xxxxxxxx~~. To organize work as directed, in fact I had to limit the number of participants and I thought of you, hoping for first place not to interfere too much with the activities going on and at the same time convinced that you are the people with the most suitable characteristics.

The topic is new for everyone including me and meetings will serve to share expectations, knowledge and experience.

The dates that I propose to set for the meetings are the days Tuesday 12 and Tuesday 26 April.

I emphasize that the effort required is minimal and my thanks for your cooperation from now on are maximum!!

Waiting for your feedback, possibly in a short even for prepare technical aspects (Skype account, microphone, ...), I send you a warm greeting.

Valentina

Appendix I: Consent form (English - Italian)



(English) CONSENT FORM	(Italiano) MODULO DI CONSENSO
<p>Research title: Using participative action research methodology for the development of academic librarians e-book competences.</p> <p>This research conducted by Valentina Gamboni is part of her thesis in International Master in Digital Library Learning supervised by professor Anna Maria Tammaro. The purpose of the research is to explore librarians' opinions about e-book service development required competences and find effective ways to improve librarians' competences in order to develop e-book service in a participative action research process.</p> <p>Before proceeding with the research activities, please read the following information and sign as long as you agree:</p> <p>I agree to participate in the research;</p> <p>I am aware that my participation is voluntary and I maintain the right to withdraw at any time;</p> <p>I understood that the provided information is confidential and only researcher and supervisor will have access to it;</p> <p>my identity will not be revealed in any case or connected to the findings of the research;</p> <p>I agree to be audio-recorded exclusively for research purposes.</p>	<p>Titolo della ricerca: Uso della metodologia della ricerca azione partecipativa per lo sviluppo delle competenze sugli e-book dei bibliotecari universitari.</p> <p>Questa ricerca condotta da Valentina Gamboni è parte della sua tesi di International Master i Digital Library Learning, supervisore è la professoressa Anna Maria Tammaro. Lo scopo della ricerca è analizzare i pareri dei bibliotecari in merito alle competenze richieste per lo sviluppo di un servizio di e-book e trovare modi efficaci di migliorare le competenze al fine di sviluppare il servizio di e-book in un processo di ricerca-azione partecipativa.</p> <p>Prima di procedere con le attività di ricerca, per favore legga le informazioni seguenti e firmi se è d'accordo:</p> <p>acconsento a partecipare alla ricerca;</p> <p>sono consapevole che la mia partecipazione è volontaria e detengo il diritto di ritirarmi in ogni momento;</p> <p>ho compreso che le informazioni fornite sono riservate e soltanto il ricercatore e il supervisore avranno accesso ad esse;</p> <p>la mia identità non sarà rivelata in ogni caso o connessa ai risultati della ricerca;</p> <p>acconsento alla registrazione audio esclusivamente per lo scopo della ricerca.</p>

Perugia, 11/04/2016
Researcher (Ricercatore)

Participant (partecipante)

Appendix III: Focus Group transcriptions

<p>Focus Group n. 1 trascrizione italiana a cura del ricercatore</p> <p>Ricercatore = R</p> <p>Partecipante 1 = P1 Partecipante 2 = P2 Partecipante 3 = P3 Partecipante 4 = P4 Partecipante 5 = P5</p> <p>Biblioteca 1= L1 Biblioteca 2= L2 Biblioteca 3= L3 Biblioteca 4= L4 Biblioteca 5= L5</p> <p>Il focus group inizia al minuto [00:02.22] della registrazione</p> <p>P1: pronti</p> <p>R: Allora P1 da L1 ci sei, ciao e grazie</p> <p>P1: a te</p> <p>R: P4?</p> <p>P4: si, ci sono e vi sento bene</p> <p>R: bene, grazie, ... da L4</p> <p>P4: grazie e buongiorno</p> <p>R: P3?</p> <p>P3: a posto, vi sento</p> <p>R: perfetto, L3 è con noi (ride)</p> <p>R: P2?, P2?</p> <p>P2: eccola</p> <p>R: P2 ci sei, grande! benarrivata!</p> <p>P2: ci sono riuscita? OK.</p> <p>R: si, si, perfetto, grazie, grazie! Allora P5 è xxxxxxxx per supporto a me e per rappresentare la struttura L5.</p> <p>P5: eccomi</p> <p>R: Allora dopo questo giro velocissimo tecnico di prova e di presentazione di persone che ben si</p>	<p>Focus Group no.1 English translation courtesy by Anna Miscenà</p> <p>Researcher =R</p> <p>Participant 1 = P1 Participant 2 = P2 Participant 3 = P3 Participant 4 = P4 Participant 5 = P5</p> <p>Library 1 = L1 Library 2 = L2 Library 3 = L3 Library 4 = L4 Library 5 = L5</p> <p>Focus group starts at [00:02.22] registration minute</p> <p>P1: ready</p> <p>R: well, P1 from L1 if you are ready, hi and thank you</p> <p>P1: to you</p> <p>R: P4?</p> <p>P4: yes, here I am and I can hear you fine</p> <p>R: well, thank you, ... from L4</p> <p>P4: thank you and good morning</p> <p>R: P3?</p> <p>P3: it's ok, I can hear you</p> <p>R: perfect, L3 is with us, (laugh)</p> <p>R: P2? P2?</p> <p>P2: here I am</p> <p>R: P2 here you are, great! welcome!</p> <p>P2: I have</p> <p>R: yes, yes, perfect, thank you, thank you! So P5 is xxxxxxxx, P5 is helping me and represents library L5.</p> <p>P5: here I am</p> <p>R: Now, after this rapid technical check and round of introductions – these might be considered superficial, but it can't hurt – I remind you the aim of this conversation: this is effectively a focus group,</p>
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<p>conoscono, però non fa male, ricordo la finalità di questo momento di incontro che è un focus group a tutti gli effetti, online, e come vi dicevo e ho anticipato con la documentazione, registrato, la trascrizione sarà in maniera assolutamente anonima, per cui le nostre identità non saranno associate alle opinioni.</p> <p>La finalità del momento di discussione è di arrivare a esprimere una serie di percezioni, sentimenti, atteggiamenti, di ... considerazioni, sull'argomento che vogliamo esplorare: l'argomento è il servizio di e-book e le competenze dei bibliotecari a riguardo di questo servizio.</p> <p>Ovviamente non ci sono risposte giuste e risposte sbagliate, ci sono solo opinioni, ci sono solo risposte, tutte sono buone e giuste. E siete invitati tutti a collaborare, a partecipare a dire la vostra senza obbligo di parlare, quindi nella libertà anche questo. Se avete voi domande se no cominciamo proprio con una, con una mia, ditemi voi?</p> <p>P3: comincia tu R, comincia tu</p> <p>R: Fondamentalmente, come vi ho detto, mi piacerebbe che riusciamo ad esprimere i nostri pareri e percezioni su quelle che riteniamo le necessità, riguardo alle competenze dei bibliotecari, per aprire, per sviluppare un servizio ebook, perché nel nostro ateneo non c'è. Quindi cominciamo prima con le definizioni, magari, e cioè se stiamo parlando di ebook ovunque siano sia su piattaforme, che tra l'altro appunto non abbiamo, su piattaforme [00:05.00] dedicate come sono alcuni servizi commerciali come uno di xxxxxxx o di xxxxxxx, etc, oppure anche di ebook così come sono "capitati nelle nostre vite" (ride) o perché sono su piattaforme di editori con i quali abbiamo rapporti perché accediamo ai periodici elettronici oppure ebook perché li abbiamo trovati per strada del nostro cammino, perché sono ad accesso aperto o perché in banche dati con contenuti eterogenei tra i quali ebook. Quindi ebook dovunque ... e ora un giro vostro, diciamo ... le domande che posso introdurre per iniziare la discussione sono: Se posso definire qual è un ebook, cos'è un ebook? e se me l'hanno mai chiesto... Qualcuno mi hai mai chiesto espressamente un ebook, sia come prestito, consultazione sia come eventuale acquisto e io che cosa ho fatto.</p> <p>pausa</p> <p>R: ho detto troppo? ho detto troppo io magari ...</p> <p>P2: R? posso parlare un attimo?</p> <p>R: eh, beh certo, devi ...</p> <p>P2: Ti dico la mia esperienza, allora per quanto riguarda xxxxxxx noi abbiamo la versione</p>	<p>taking place online; as mentioned above I registered the meeting. The transcription is going to be completely anonymous, so that no particular opinion can be associated with any individual.</p> <p>The discussion is taking place in order to share multiple opinions and considerations, and enrich our perception of a common issue. The topic that we chose to explore is the e-book service and the librarians' competences in dealing with it.</p> <p>There are obviously no right or wrong answers, only opinions – and these are all valid. You are all invited to participate, and it is up to you to decide whether to speak or not. If you have questions I invite you to share them; otherwise we could start with one of mine. What do you think?</p> <p>P3: go on R, you start</p> <p>R: Right, as I was saying, I would like that each one of us could express their perceptions: since there is no ebook service running in our university, what are our prime necessities? What are the competences that librarians need to acquire?</p> <p>Perhaps is better to start with a definition, that is to say, ebooks are by definition a service that runs on a digital platform (by the way, we have no digital platform at all). Such platforms are usually either commercial [00:05.00] services, sometimes entirely dedicated to ebooks. We can easily find ebooks on a daily basis: they are on the platforms of publishers we have a relationship with, we can access them through digital periodicals or open websites, even in data banks among the multiple digital contents. The questions I could ask you in order to discuss this topic are: how would you define an ebook? What is it? Moreover, has anyone ever asked you to consult or borrow one? If yes, how did you react?</p> <p>Pause</p> <p>R: ...perhaps these are too many questions? Maybe I said too much..</p> <p>P2: R? Can I speak?</p> <p>R: of course, of course, you must...</p> <p>P2: I will tell you my experience; as far as me and xxxxxxx are concerned, we do hold the digital copy of some texts and.. and we are often asked if they can be consulted. In general, there is a high demand for direct consultation. Obviously, we can not give them the direct password to access the files; what we can do is to provide the access and then let the users follow the interactive program and explore the file by themselves. This is our experience in regards of ebooks; also, we are often asked to acquire new</p>
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<p>elettronica di alcuni libri di testo e e da noi ce li chiedono abbastanza spesso, chiedono di consultarli o chiedono comunque i testi che hanno l'accesso online, chiedono di accedere insomma, direttamente, noi naturalmente non diamo direttamente le password di accesso ma ... siamo noi che predisponiamo l'accesso e poi lasciamo che l'utente insomma segua direttamente i percorsi insomma interattivi. E niente, l'esperienza è questa. Spesso ce li chiedono e chiedono di acquisirne di nuovi.</p> <p>R: senti, trovate dei limiti?</p> <p>P4: e....?</p> <p>R: ...prego, prego, vai</p> <p>P4: no, no, non volevo interromperti. No, volevo dire l'esperienza invece di xxxxxxx, noi per quel che riguarda la nostra biblioteca non abbiamo acquistato ebook, se non forse una volta per un professore.... Gli studenti non hanno richiesto ebook o manuali in formato elettronico, semplicemente, va beh, consultano le banche dati ...ecco se, per quello, per quel che riguarda i periodici elettronici e le ricerche. In formato elettronico abbiamo le dispense, però ecco non so appunto per ebook cosa si intende: cioè se un ebook può essere anche un libro cartaceo digitalizzato e poi reso disponibile in formato elettronico oppure ... cioè ecco bisogna secondo me capire bene un attimo cosa si intende per ebook ... oppure semplicemente un volume cioè in formato elettronico che ha una sua identità, con un ISBN suo, perché molte volte quando faccio gli acquisti in formato cartaceo mi accorgo che diverse case editrici ti danno la possibilità, l'opportunità, ti propongono lo stesso manuale sia in formato elettronico che cartaceo. Quindi, parliamo di un ebook esteso a tutte queste forme oppure semplicemente di libro? Questo lo volevo capire.</p> <p>R: io rimbalzo la tua domanda alle altre colleghe, prego rispondiamo a questa domanda allora, come definiamo l'ebook.</p> <p>P3: R, sono P3: innanzitutto, no, l'esperienza mia e di qua, di questa biblioteca, noi, inteso in senso lato, compresi docenti e studenti, siamo molto legati al cartaceo, come già accennato. Per ora che io sappia soprattutto tra studenti non sono mai state fatte richieste di ebook, forse qualche docente ha chiesto soprattutto per avere la possibilità di aver un testo che fosse anche meno costoso rispetto al cartaceo, però diciamo non c'è in questa biblioteca una grande richiesta, perlomeno xxxxxxx, dovrei anche sentire meglio xxxxxxx (NdR: altre biblioteche di discipline attigue).</p> <p>[00:10.00]</p> <p>Se però, se ci fosse possibilità di aprire anche questo settore, anche di acquistare testi, io penso che</p>	<p>ones.</p> <p>R: and do you find limits within your experience?</p> <p>P4: ..ehm..</p> <p>R: go on, go on, you speak</p> <p>P4: oh I did not want to interrupt you. I just wanted to talk about the experience of xxxxxxx. As far as our library is concerned, we did not acquire any ebook, apart from one single time, a professor.. Simply, students never required the digital format of handbooks, well, they consult the catalogue...sometimes, for periodicals and researches. We have digital copies of lecture notes, but see, I do not know what exactly we mean by "ebook"; could an ebook be a book that was scanned and shared in a digital format? In my opinion, we should probably set a definition to understand what we all mean with the word "ebook". Is it a single volume, in digital format, with its own identity – does it have its own ISBN? I am saying this because often, when I acquire something in the printed format, I realize that many publishers provide a choice, whether to purchase the digital or non digital copy of the same book. So, are we talking about an ebook in these multiple forms? Or are we talking about a digital book? This is what I am trying to understand.</p> <p>R: let's ask the same question to our colleagues here; what is your definition of ebook?</p> <p>P3: Hi R, P3 here: first of all, my experience.. I and the library I work for... we, including teachers and students, are very much attached to printed editions, as previously mentioned. For the moment, to my knowledge, students have never requested any ebook; perhaps professors might have, as an alternative to the more expensive paper edition. We can say that in this library there is not a great request (of digital books), at least xxxxxxxx; I should ask xxxxxxxx about it.</p> <p>[00:10.00]</p> <p>If, however, there was the possibility to explore this field, to acquire new books, I think that both students and teachers would benefit from it. We</p>
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<p>comunque sarebbero ben contenti anche i nostri docenti e studenti. Bisogna poi vedere se come poi l'editore intende mettere diciamo vendere il libro: se è possibile il prestito, se è possibile stampare le pagine, scaricarlo, ci sono molte cose poi da vedere e da considerare.</p> <p>R: si, giusto, giusto, infatti si aprono tanti temi perché oltre a definire che cos'è un ebook in realtà poi si apre il capitolo successivo: come posso accedere ad un ebook!</p> <p>P3: è quello il problema, perché se poi lo studente può accedere dal proprio computer, dal proprio tablet, lo può scaricare, può alcune pagine, tutto ... cioè le cose da vedere sono tante, ecco gli aspetti sono molti.</p> <p>P4 adesso so che ci sono diversi dispositivi, no? i famosi "device", da dove praticamente si può accedere: ci sono gli ebookreader, ci sono i vari tablet. Bisogna vedere comunque a fronte di questa cosa come risponde l'amministrazione e la biblioteca, come noi possiamo... Per esempio per i prestiti so che ci sono diverse biblioteche che usano gli e-reader e forniscono gli e-reader e prestano, per quel che riguarda il volume, il libro l'ebook, come libro, in formato elettronico. sbaglio?</p> <p>R: Sì, sì, esatto. Danno quest'opportunità, perché hanno acquistato quel formato che può essere disponibile su quel tablet come epub o formati kindle o compatibili con quei devices.</p> <p>P4: esatto, esatto, esatto, quindi niente...</p> <p>R: intanto credo che comunque o in un modo o in un altro abbiamo avuto a che fare con gli ebook, probabilmente ci manca ancora di sapere l'esperienza di xxxxxx, P1...</p> <p>P1: sì, la nostra esperienza è abbastanza ridotta, nel senso che come ordini di testi sono stati ordinati un paio di ebook: uno è arrivato come supporto magnetico tipo chiavetta usb e un altro come link da attivare e al momento le difficoltà tecniche erano di farli consultare all'utenza, nel senso che il pc quello multimediale fornito dal CSB, che non va in rete, non riconosceva la licenza, quindi era impossibile attivare l'ebook e anche quello con il supporto magnetico, l'usb, perché al momento di comunicare con l'esterno, non essendoci Internet, non funzionava. Metterlo invece sui pc liberi ci esponeva a rischi, nel senso di copiatura del testo, quindi siamo stati abbastanza caute, forse troppo, ma siamo arrivate ad una soluzione di compromesso di stampare i due testi e tenerli al bancone a disposizione per la consultazione...</p> <p>R: ho capito.</p>	<p>then need to see if and how publishers are going to provide us with such books: if they are going to be available for borrowing, if it's possible to print it.. there is a lot to take into account.</p> <p>R: yes, right, right, there is more to come; apart from defining an ebook we have to consider another aspect: how can an ebook be accessed?</p> <p>P3: That is the main issue, because if students can easily access it from their own laptop or tablet, the content can be downloaded and printed – part or even all of it... there are many aspects still to consider.</p> <p>P4: I hear that there are several tools available at the moment aren't there... the famous "devices", from which you can access digital content: ebook readers, tablets. We have yet to understand how the library administration reacts to these possibilities, how we can... for instance, I know of several libraries employing e-readers; they provide the e-reader and then land ebooks in digital format. Am I right?</p> <p>R: yes, yes, exactly. They offer this service, because they acquired a format (epub, kindle etc) that is only available on a compatible device.</p> <p>P4: right, right, nothing then..</p> <p>R: for the moment, I think that we, one way or the other, all had to deal with ebooks at a certain point; possibly, we are still missing P1's experience..</p> <p>P1: yes, our experience is fairly limited, meaning that as far as ordering books, only a couple of ebooks have been requested: one was meant as magnetic media, like a usb stick; the other was a link to be activated. The main technical issue was how to make these books available for the audience: the laptop provided by CSB – which can't surf the net – would not recognize the license and it was therefore impossible to activate the linked ebook. Similarly, the ebook on usb required an internet connection and wouldn't work. The alternative was to transfer the files on normal laptops, but this meant to expose the files to several risks, for example that of being illegally copied or transferred. For this reason we have been very conscientious, perhaps a bit too much, but we agreed on a compromise: that of printing out the texts and leaving them at the front desk, to be consulted freely..</p> <p>R: I see.</p> <p>P1: ... hoping to find better solutions. The other form of ebook consultation is provided by the department, which activated the access to a platform (xxxxxxx) for a series of texts of</p>
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<p>P1: ... in attesa di trovare soluzioni migliori. Poi l'altra forma di consultazione di ebook attiene al dipartimento, che ha attivato un accesso alla piattaforma xxxxxxx per un gruppo di testi de xxxxxxx questo praticamente viene gestito autonomamente dai docenti, non vengono utenti a chiedere a noi bibliotecari informazioni su questa modalità.</p> <p>R: non chiedono a voi?</p> <p>P1: per lo meno non noi xxxxx degli uffici, non ho riscontro da xxxxx (NdR: front office) perché ultimamente non ne abbiamo parlato, sono i docenti che li segnalano volta per volta ai tesisti credo.</p> <p>R: ok. Riuscite a leggere lo schermo condiviso?</p> <p>P1, P2, P3, P4: si, si</p> <p>R: e vedete quello che scrivo? Magari se interpreto male, l'appunto, ditemelo, lo segnalate e rettifico, ok?</p> <p>[00:15.00]</p> <p>P1, P2, P3, P4: Ok</p> <p>R: Direi che possiamo chiudere il giro iniziale con l'esperienza di P5 e la sua struttura ...</p> <p>P5: l'esperienza di xxxxxxx per quanto riguarda la richiesta di acquisti di ebook, eh... è successo, eh... poco, cioè è successo per due volte una richiesta di ebook, che poi sono stati acquistati al docente che lo aveva richiesto in formato cartaceo. Io non mi occupo di acquisti ma mi è stato riferito che in quel momento non era possibile acquistare libri in quel formato.</p> <p>Invece rispondendo in modo un pochino più personale, cioè per la mia esperienza, riguardo alla domanda che ci faceva R, io ho cominciato ad accostarmi al discorso ebook praticamente facendo il reference avanzato, cioè nel momento in cui mi venivano chieste delle cose da parte degli utenti ho cominciato io a scoprire - perché le ho cercate io, non perché ... purtroppo di fatto dentro all'università e al CSB ci fossero state date indicazioni particolari - se esistevano biblioteche digitali quindi open, così ho scoperto che esiste Internet Archive o che esistono per la xxxxxxx, parecchie biblioteche open di testi sia scannerizzati sia, cioè no in particolar modo scannerizzati, messi per tutti, che non solo contengono riviste ma anche monografie: per esempio ho scoperto xxxxxxx. Penso che dico tutte cose che anche voi già conoscete quindi mi fermo.</p> <p>R: quindi un minimo di contatto c'è stato. Le soluzioni che io scorro (NdR: sugli appunti condivisi) sono totalmente di buon senso, se posso definirle,</p>	<p>xxxxxxxxxxx; this is completely run by the teachers, no users has ever come to us librarians for information regarding this option.</p> <p>R: they don't ask you?</p> <p>P1: at least not us xxxxxx in the office, and I have no feedback from xxxxxx (NdR: front office), because we have not raised the argument lately; it's always the teachers to point out these options to students who are writing their thesis I believe.</p> <p>R: Okay. Can you all read the shared screen?</p> <p>P1, P2, P3, P4: yes, yes</p> <p>R: and can you read what I am writing? If I am misinterpreting, just tell me and I will amend my mistakes, ok?</p> <p>[00:15.00]</p> <p>P1, P2, P3, P4: Ok</p> <p>R: I think we might close the first circle with P5's experience and its structure...</p> <p>P5: The experience of xxxxxx, as far as acquiring ebooks is concerned... well... not much happened...well, twice we were asked to purchase ebooks, which were then bought by the teacher who required them in paper edition. I do not supervise the library's acquisition, however I was told that, in those circumstances, it was not possible to acquire books in the digital format.</p> <p>In my personal opinion, according to my own experience, I started exploring the ebook issue by doing advanced reference; whenever I was asked information by users I started learning – because I went looking for it, not because... unfortunately, we were not given specific indications within the university or the CSB: for instance, on the existence of digital, open libraries. That is how I found out about Internet Archive; through several open libraries that include scanned texts available for everyone; not only periodicals but also monographic books. I for instance discovered xxxxxx. I think I am talking about well known issues, so I will stop here.</p> <p>R: So there was a slight contact (with digital technologies). The solution I am showing you (NdR: on the shares notes) are all completely logical, if I may say, they sound great, but they do have limits; I now encourage you to reflect upon these limits. For example, as far as xxxxxxxx is concerned. Obviously we are talking about a service that is only active in</p>
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<p>ottime, se non anche con dei limiti, allora vi invito a riflettere su questi limiti. Per esempio nel caso di xxxxxxxx ovviamente il servizio è nel momento della vostra presenza, quindi di apertura della biblioteca.</p> <p>P3: senz'altro si.</p> <p>R: e poi il pc sui quali è installato il contenuto o comunque è accessibile il contenuto sono pc particolari che sono destinati a voi o all'utenza?</p> <p>P3: all'utenza, però facciamo noi gli accessi</p> <p>R: esatto, quindi c'è il discorso di dover disintermediare l'accesso per l'utente</p> <p>P3: si</p> <p>R: sto scorrendo l'appunto per andare a focalizzare... sul concetto di ebook da definire qualcun altro vuole soffermarsi ancora? perché giustamente la richiesta e anche l'input di P4 non era sbagliato, poniamo noi magari un limite di quello che pensiamo di dover poi gestire? cioè possiamo parlare di qualunque file che diventa ebook?</p> <p>P4: infatti.</p> <p>R: oppure ci limitiamo a delle categorie, cerchiamo di classificarlo, di capire di qual è quell'oggetto che farà parte del servizio di ebook.</p> <p>P3: R, posso?</p> <p>R: si, vai, si vai pure.</p> <p>P3: Perché magari ci sarebbe anche da dire di fare la distinzione tra singoli ebook che potrebbero essere acquistati e magari richiesti da singoli docenti o anche da studenti e distinguere da quelle collezioni come presentò tempo fa xxxxxx o anche come quelle collezioni, tipo per esempio io conosco la collezione di ebookde xxxxxxxx, xxxxxxxx, che è specifica più per l'ambito xxxxxxxx</p> <p>[00:20.00] e che quindi uno compra un pacchetto intero, una collezione intera e sicuramente avrà un altro prezzo rispetto all'ebook singolo, però bisogna vedere se c'è la possibilità di acquistare sia pacchetti o collezioni o limitare l'acquisto a singoli testi in formato ebook.</p> <p>R: ok, quindi comunque quello che si compra, ...</p> <p>P4: posso dire?</p> <p>R: prego.</p> <p>P4: ... quindi ecco, al di là della definizione, appunto, bisogna, credo che questo implichi anche</p>	<p>your presence, so when the library is open.</p> <p>P3: yes, of course.</p> <p>R: and the laptop where the content is installed, or at least, is accessible, is a particular laptop; are they yours or for external users?</p> <p>P3: they are for the users, but we are the ones to log in.</p> <p>R: exactly, so there is the issue of mediating the access for the users.</p> <p>P3: yes</p> <p>R: I am sharing the notes so that we can all focus... on the concept of ebook, that is still to define. Is there anyone that wants to add anything? Going back to P4's opinion, are we going to give a definition to our main issue today? Can we talk about any digital file as ebook?</p> <p>P4: Exactly</p> <p>R: otherwise we can set some categories, we can try and classify it, try to understand what exactly is the object that will be part of the ebook service.</p> <p>P3: R, can I talk?</p> <p>R: yes, please, go on.</p> <p>P3: Perhaps, we should also distinguish between a single ebook - that can be requested and even acquired by professors and students – and digital collections, like the ones presented by xxxxxxxx a while ago; there are similar collections, I for instance know the ebook collections of xxxxxxxx, that is more focused on xxxxxxxx.</p> <p>[00:20.00] Meaning that, when someone wants to purchase a "packet", an entire collection, the latter will obviously have a different price. We then have to see if it is possible to acquire packets, or only single texts in ebook format.</p> <p>R: ok, so, what can be purchased..</p> <p>P4: can I talk?</p> <p>R: please</p> <p>P4: ... so, a part from the definition, I think, what is more necessary is...an organization, regarding digital technologies, to support the implementation of particular instruments; because one thing is buying</p>
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<p>un'organizzazione a livello digitale di implementazione, insomma delle strumentazioni, perché va beh, un conto se compriamo e ci basiamo su una piattaforma tipo quella dell'xxxxxxx e quindi abbiamo necessità di avere un portatile oppure quanto meno delle postazioni informatiche; un conto se compriamo un volume in formato elettronico, il quale potrebbe essere comunque riversato, non so come funziona, in un server o qualcosa e comunque in quel modo può essere letto, distribuito, prestato tramite e-reader agli studenti. Non so se sto dicendo una stupidaggine ... cioè quindi il fatto di distinguere, decidere che cosa, in che modo, e che cosa sono gli ebook implica anche l'organizzazione e l'implementazione ... della strumentazione.</p> <p>P3: Sicuramente.</p> <p>P4: E poi una cosa importante: perché comprare gli ebook? Cioè come distinguere, c'abbiamo una richiesta, a parte per ora può essere ... eh ... valutato l'aspetto economico rispetto ai libri, no?, del formato diciamo cartaceo ... però ... ehm ... dove ci rivolgiamo, non so, magari perché ...ehm... ci rivolgiamo sui manuali, sui libri di testo oppure perché magari possono, non so, per quanto riguarda l'aspetto xxxxxxx, non so diciamo, può essere, la xxxxxxx, la motivazione potrebbe essere anche l'aggiornamento reale dei testi, cioè quindi c'è anche unaehm...un aspetto del contenuto penso ...</p> <p>P3: posso?</p> <p>R: certamente.</p> <p>P3: bisogna vedere anche quello che è in commercio, se esistono libri di testo xxxxxxx in commercio nel formato ebook, perché insomma questo è tutto da vedere e poi appunto la necessità di tenerli a... averli a disposizione e poterli consultare in qualsiasi momento, quindi c'è tutto poi da valutare il supporto, come diceva P4 insomma, i mezzi per poter poi accedere e consultare gli ebook. Io penso che comunque il problema economico, l'aspetto economico è un problema grosso perché se gli ebook vengono acquistati, almeno per ora, sottraendo risorse alle monografie in formato cartaceo, anche questo bisogna vedere e valutare un po'.</p> <p>pausa</p> <p>R:Ok, finisco di scrivere, eh?</p> <p>pausa</p> <p>R: Ho riassunto bene quello che c'hai sottolineato con quest'ultima frase, P3? Il tema del costo è importante specialmente se sottrae risorse al cartaceo.</p>	<p>digital material on a platform, like the one of xxxxxxx; in this case we would need a laptop, or at least some internet access points. It is different if, however, we buy a text in digital format that could be.. I do not know the exact process.. but it can be read, shared, lent through e-reader to the students. I don't know if I am saying something stupid... meaning that it could be worth making a distinction, deciding what is an ebook; this also implies defining the organization required and the tools needed.</p> <p>P3: of course</p> <p>.</p> <p>P4: moreover: why should we buy ebooks? How do we distinguish, in case of a request for a specific text.... For instance, do we choose the format in regards of its cost? Compared with.. for instance.. the paper format... but..ehm... what do we compare them with... manuals, books, or even... as far as the xxxxxxxx aspect is concerned.. the difference can even be how updated the texts are.... So there is a difference within the content itself..</p> <p>P3: can I ?</p> <p>R: sure.</p> <p>P3: You also have to consider what is available, if there are xxxxxx textbooks available for purchase in ebook format; because this is also to be verified, and then the necessity of keeping them, of having them available to be consulted in any moment; you also have to keep in mind the tools, as P4 pointed out, the instruments to access and consult ebooks. I think that the economic aspect of it is a big problem, because if ebooks are purchased – at least for the moment – they take the place of texts in paper format, and this has also to be carefully considered.</p> <p>Pause</p> <p>R: Okay, I am writing this down</p> <p>Pause</p> <p>R: did I sum up your position in a clear way with this last sentence P3? The cost (of an ebook) is relevant, especially if it mean less resources for books in the paper format.</p> <p>P3: yes, Because I believe that, if it was possible to find extra resources – considering that we are already struggling with the acquisitions of paper books... if it was possible to employ extra funds for ebooks, that would be the best choice; but now, I din't mean to.. I just mentioned the issue but of course I do not believe that, for the moment, we</p>
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<p>P3: Sì, perché io penso se si potessero trovare delle risorse aggiuntive, visto che comunque le risorse per i testi cartacei sono ridotte al minimo, ehm ... se si potessero trovare delle risorse aggiuntive per gli ebook sarebbe la cosa migliore, ma adesso non ... ho buttato là la cosa perché naturalmente non credo che per ora possano esserci risorse aggiuntive.</p> <p>R: allora ...</p> <p>P4: posso aggiungere un'ultima cosa perché poi parlando così con gli studenti, no?, ipotizzando perché ci sono qui a xxxxxx ovviamente ci sono anche degli studenti che studiano e prendono appunti sui tablet, abbastanza, però, parlando un giorno appunto con loro, mi dicevano che il rapporto cartaceo - ebook dovrebbe essere 1:1, nel senso che anche acquistando ebook non dovremmo mai non tener conto anche del formato cartaceo, quindi giustamente come dice P3 non possiamo andare a sottrarre eventualmente dovremmo aumentare, cioè ampliare, [00:25:00] non so poi ecco le esperienze vostre con gli studenti, con</p> <p>R: allora, sentiamo anche su questo tema si del rapporto ebook e cartaceo vorrei sentire al volo anche l'area xxxxxx e anche P5. Se P1 vuoi prendere la parola cortesemente ...</p> <p>P1: sì, sì, in xxxxxxxxxx continua a prevalere il cartaceo per insomma per tanti motivi, per abitudine, per praticità, anche il confronto di tanti testi con le immagini sull'ebook non so quanto ... ecco al momento c'è poca richiesta per gli ebook perché non abbiamo avuto questo riscontro importante. Dico in termini di quantità diciamo.</p> <p>R: ho capito. Se posso chiederti ulteriormente secondo te ci sono dei motivi specifici per questa preferenza, ovviamente ci sono, però tu pensi di poterli individuare?</p> <p>P1: sì, mah, diciamo motivi storici, perché ecco l'abitudine è di lunga data, ma anche la difficoltà tecnica che per quei pochi casi che abbiamo avuto modo di acquistare poi la consultazione è problematica. Poi se il problema dipende dalla mancanza di conoscenze nostre come bibliotecari eh ... può essere anche quello un aspetto da prendere in considerazione, però anche quello della risorsa tecnica da destinare appositamente con tutte le garanzie o anche il fatto di collegare una stampante che funzioni con la tessera al pc di consultazione perché in caso di esigenza di stampa di poche pagine si pone un problema ulteriore</p> <p>R: sì, sì</p>	<p>could benefit from extra resources.</p> <p>R: so..</p> <p>P4: can I add one last thing? I realized this talking with the students; here at xxxxxx there are obviously some students who take notes with tablets etc.. but, according to the students themselves, the correlation between ebook and paper material should be 1:1; meaning that, when we purchase ebooks, we should also consider the paper format of a text. As P3 said, we can't take resources designed to purchase paper material; we should aim to improve, enrich our budget.. [00:25:00] I don't know then, your own experiences with students...</p> <p>R: So, let's also hear your opinion regarding the relationship between paper and ebooks; I would like to hear from xxxxxx and P5 as well. P1 if you would like to start....</p> <p>P1: yes, yes, in xxxxxxxxxxxx the paper format seems to be the favorite one; for several reasons: practicality, habitude, even as far as images I don't know how ebooks are... at the moment, there is not a big request of ebooks, and we did not have any particular feedback. As far as the quantity is concerned, at least.</p> <p>R: I see. If I may ask, do you think there is any specific reason for this preference – obviously there are some, but do you think you could identify them?</p> <p>P1: yes, well, let's say there are some historical reasons, because habits have been the same within the library for a long time; there is also the technical difficulty mentioned before, for the books we purchased ut were eventually hard to access and the consultation turned out to be problematic. Also, the problem could be caused by our lack of knowledge as librarians... this is also an aspect to take into account; yet, the technical resources to be granted or even just the possibility of connecting a functioning printer to our consultative computer... if we mean to print off something, just a few pages, there we have another problem...</p> <p>R: yes, yes</p> <p>P3: you know, P3, I think that as far as humanists are concerned, the paper format is the favorite one for</p>
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<p>P3: lo sai R, io penso proprio che per gli umanisti è proprio per tradizione culturale che prevale l'uso della carta ...</p> <p>R: ahahah è più, più fisico il rapporto, quello dell'umanista</p> <p>P3: E' più fisico con il libro, il rapporto fisico con il libro</p> <p>R: allora sentiamo xxxxxxxxxxxx, l'area xxxxxxxxxxxx</p> <p>P5: io sono P5, penso che potrei dire delle cose un po' sconcertanti ...ehm... nel senso vi faccio proprio degli esempi pratici ... quando hanno cominciato a parlare del possibile acquisto di ebook per esempio c'è stato un docente, che poi è molto impegnato nell'aiutare la biblioteca ed è in commissione (NdR: organo di gestione della biblioteca), che ha chiesto "ma questi ebook poi si possono stampare?" No, questo io lo dico proprio per fare capire che forse non è proprio come pensiamo noi, anche dalla parte ..., cioè questi studiano xxxxxxx, non è che sono... xxxxxxxxoppure l'altro esempio è questo: questo secondo me è molto importante. Qui dirò delle cose, fortuna che poi non c'è il mio nome nella biblioteca nostra tutti siamo a conoscenza , cioè nel senso bibliotecario-utenti, che esistono degli spazi più o meno illegali dove si trovano degli ebook scaricabili da tutti. A volte quando un ragazzo cerca un libro di testo scappa detto hai guardato lì perché probabilmente c'è ...ma spessissimo la risposta del ragazzo è "si, si, lì c'è, io me lo sono anche scaricato, ma io voglio un manuale su cui studiare" e per questo lui lo cerca di carta. Cioè queste sono tante domande che ci vengono riguardo all'ebook. Ehm... io devo dire la verità, dico forse una cosa banale, per la biblioteca dove mi trovo, io penserei che forse una materia che potrebbe trovare "giovanamento" dal comprare testi ...ehm... in formato elettronico è xxxxxxxx non perché ... eh eh... ma proprio perché xxxxxxxx continuamente, no?, si rinnova e probabilmente e noi lo vediamo perché noi abbiamo scaffali pieni di libri di xxxxxxx che adesso sono quasi ridicoli</p> <p>[00:30.00]</p> <p>eh ... probabilmente, questo è un mio pensiero personale, cioè questo tipo di conoscenza in un formato del genere sarebbe più semplice.</p> <p>E volevo, prima ho dimenticato una cosa se può essere utile: eh, quando, diciamo, abbiamo cominciato a parlare qui in università degli ebook, io ho anche provato a entrare dentro al discorso di xxxxxxxx che viene fornito dalle biblioteche comunali, ma proprio per capire meglio ...eh. io ...ecco ... come funzionava.</p> <p>Due cose che ho visto è intanto che anche loro in realtà in questo "progettone" hanno tantissime cose che sono poi ad accesso aperto, insomma come dicevamo prima, quindi loro forniscono sicuramente</p>	<p>cultural reasons...</p> <p>R: aahaha... humanists require a more physical approach...</p> <p>P3: they do with books, they require a physical contact with the books.</p> <p>R: so, let's hear xxxxxxxxxxxxxxxx, the xxxxxxxx area</p> <p>P5: it's P5 here, I think I might say something unexpected...uhm.. I will give you some practical examples...when we started discussing the acquisition of some ebooks, there was a professors – someone who is always active in helping out the library and is part of the commission (NdR: managing team) – who asked: "but can these texts be printed?" I am just mentioning this so that you get the full picture, maybe we sometimes we misunderstand.. I mean, these people, they study xxxxxx they are not xxxxxxx.. I have one more example: this is relevant in my opinion. I will share some things, luckily my name won't be in the transcription... however, in our library we are all aware (both librarians and students) of platforms, more or less illegal, where we can find ebooks that can be downloaded by anyone. Sometimes, when a user is looking for a book, it is mentioned "have you had a look there, because you can probably find it online"; and very often the answer is "yes, yes I found it online and I even downloaded it; I am looking for a textbook that I can use to study". And for this reason, the user is looking for the paper format.</p> <p>These questions are often asked in regards of the ebook. I must say, maybe I am stating the obvious, but for the library I am working in, I suppose that a subject that could benefit from digital texts is xxxxxx... because it is continuously updated... and we can easily see it, because we have shelves and shelves full of books on the subject..that are now completely useless..</p> <p>[00:30.00]</p> <p>Eh.. this is probably just my personal opinion, I mean, with this particular kind of knowledge, a similar format could turn out to be more practical. I wanted to add something that I forgot to mention earlier, but might be useful; when we started talking about university and ebooks, I also tried to join xxxxxx, provided by public libraries, just to understand how it worked. I realized two things; First, that even in their "big project", they have several things that are openly accessible; as previously mentioned, they do provide a service that was partly acquired, but within that there are several things that can be accessed easily, if one is able to, they can be researched outside the library. One more thing, and I have direct experience with this, is the DRM; perhaps we can ask R if it can be explained. It is not really .. not really an easy</p>
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<p>una parte acquistata ma dentro ci sono tante cose che ci sono ad accesso aperto, se uno è capace di cercarsele anche fuori ...e l'altra cosa, questo mi ci sono scontrata io personalmente, c'è la faccenda del DRM, c'è questo, magari chiediamo a R se magari ce lo illustra, che non è proprio una cosa, eh ... cioè non è un concetto molto semplice, sia da capire sia poi da usare.</p> <p>P4:Sarebbe la gestione dei diritti digitali?</p> <p>R: esatto, esatto. Ma forse vi ci siete imbattuti, nel senso che se acquistiamo un ebook per uso personale 99 su 100 è ...eh... ci chiede l'installazione per lo meno sul pc, perché sull'e-reader magari è già incluso, dell'Adobe DRM, ovvero sia di quel programma che riconosce appunto questi dati, queste impostazioni legate ai diritti di accesso sul contenuto e fa sì che quel volume, quel contenuto sia accessibile per un tot tempo, per un unico <i>device</i> quindi non può essere salvato altrove, insomma limita, limita fortemente l'utilizzo.</p> <p>P4: certamente ... come del resto però ci sta il <i>copyright</i> sui libri di testo, cioè non è che tu puoi fotocopiare ...</p> <p>R: ma addirittura ci sono tante ...</p> <p>P4: sui libri, scusa sul formato cartaceo.</p> <p>R: e certo sì, diciamo che il senso l'origine dell'esistenza del DRM è la stessa, cioè quella di tutelare il diritto, ma fondamentalmente è il diritto di chi vende in questo caso, ah ah, ... e soprattutto le sfumature diventano milioni, perché quando ho acquistato un libro (sono) io, siamo io e il libro, a decidere cosa faccio di quel libro, fondamentalmente si c'è la legge, ma nel caso del DRM mi condiziona la fruizione lato per lato, limite per limite, ok? quindi dal salvarlo altrove, dal vederlo per un certo tempo nel caso dei libri in prestito dalle piattaforme chiaramente limiterà la durata del prestito, quindi la durata di validità del file, il numero di pagine che posso stampare per esempio e via di questo passo... e quindi sono dei limiti che sono un ostacolo aggiuntivo con i quali gli utenti ma noi stessi dovremo prendere confidenza.</p> <p>P4: Dovremmo innanzi tutto capire quali sono i vantaggi e svantaggi e poi metterli a confronto e capire come in una biblioteca universitaria possano, cioè se può essere, se sono più i vantaggi o meno insomma...</p> <p>R: esatto ...esatto. sicuramente considerare anche i limiti, certamente.</p> <p>P4: voi avete difficoltà nel sentire? sento una voce esterna...</p>	<p>concept, both to understand and consequently use.</p> <p>P4: Are we talking about managing digital copyrights?</p> <p>R: right, right. Perhaps you have already had experience with it; if we buy an ebook for personal use, 99 times out of 100 we will be asked to install it through a computer – or an e-reader. E-readers are a different matter, because Adobe DRM usually is set to recognize these data including the right of accessing the content; this means that the files are only available on a single device for a limited amount of time, it can't be saved anywhere else; all in all, it is limiting.</p> <p>P4: for sure... like the copyright on textbooks, it means that you cannot make copies of..</p> <p>R: but there are many..</p> <p>P4: of books, I mean, books in paper format</p> <p>R: right, that is to say that the means behind the existence of DRM are the same: the necessity of establishing a right; in this case however, it is the right of the seller we are talking about, ah ah.. and there are billions of aspects to keep in mind; for instance, if I acquire a book, it is up to me to decide what to do with the book; yes there is the law and the copyright, but as far as the DRM, that is limiting in multiple ways, right? If we are talking about saving the content, or consulting for a certain amount of time – because the availability will obviously be shorter than normal – the number of pages I can print out, etc... and there are limits that will be an obstacle for the users, but we should familiarize with them ourselves.</p> <p>P4: First of all, we should acknowledge what the advantages and the inconveniences are regarding ebooks; we should then try to compare them in order to understand how a university library could.. work with them, to decide whether the advantages are worth or not the effort..</p> <p>R: right, right, obviously we also have to consider the limits within the issue.</p> <p>P4: are you struggling to hear anything? I can hear an external voice..</p> <p>R: can we confirm that we are all hearing each other? Yes?</p> <p>R: thank you. So, if you don't mind, I would like to briefly sum up what we discussed up to this point;</p>
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<p>R: vorrei essere sicura che tutti ci sentiamo, possiamo rifare un giro di conferme, si?</p> <p>R: grazie. Allora, se mi permettete vorrei tirare un pochino le somme di quanto detto fino adesso, sfumandolo sul lato delle competenze per noi necessarie, sicuramente quelle tecniche riguardo proprio la gestione di 1, 2, 5, 10, 100 file che andiamo ad acquistare, licenze in queste forme e dalla quale poi discende la competenza tecnica di gestire questi DRM laddove siano previsti, giusto?</p> <p>P3, P4: si</p> <p>R: un'altra competenza che io individuo e che vorrei ribadire ora verbalmente è proprio la competenza relativa a quello che c'è disponibile sul mercato, [00:35.00] quindi la capacità di comprendere quali sono le offerte quindi il singolo titolo, piuttosto che il pacchetto editoriale, e il dove, quindi capire se l'oggetto sta in una piattaforma quindi che avrà le sue caratteristiche, le sue impostazioni per l'accesso e la fruizione dei contenuti piuttosto che invece un titolo in una piattaforma che può essere acquistato, come nel caso di xxxx per esempio, con licenza perpetua esattamente come un periodico al quale siamo già più abituati. E...e la terza cosa: anche la competenza rispetto alla selezione, perché qualcuna giustamente ha citato la fase di selezione, quindi dove "concentrarsi", ehm, la selezione di un libro di testo, di un libro ad aggiornamento continuo dove dirigere gli sforzi, la selezione e i fondi direi, a questo punto e anche qui direi la competenza di comprendere, di selezionare, anche di individuare fondi appositi, se fare fondi appositi, se possono "competere" nell'unico fondo destinato agli acquisti cartacei oppure "competere" su altre voci oppure dovremmo forse sviluppare delle competenze di <i>fund raising</i> e andare ed inventarci progetti...</p> <p>P4: certo</p> <p>R:...esatto ...e non so che cos'altro per aumentare proprio la dotazione del sistema bibliotecario in funzione dell'acquisto di e-book.</p> <p>P2: Sarebbe fondamentale perché senza soldi cade tutto!</p> <p>R: esatto, esatto!</p> <p>P4: Poi penso anche che se uno volge lo sguardo appunto su questa novità poi comunque ci deve essere anche una continuità da parte dell'amministrazione, nel momento in cui uno si approccia su un nuovo progetto sugli ebook anche l'amministrazione deve essere consapevole che comunque ci deve essere un'organizzazione di tipo di macchine, di informatica, di ...</p>	<p>we will focus on the competences that are required from us, especially the technical ones in terms of handling the 1, 2, 5, 10 or 100 files that we will be purchasing. From these, comes the need of being able to work with these DRM, when they are necessary. Am I right?</p> <p>P3, P4: yes</p> <p>R: another element I find relevant, one that I would like to underline now, is the ability of understanding what is available on the market, [00:35.00] of understanding what the most competitive offer is— meaning single titles rather than the whole editorial package; moreover, of spotting the means by which such titles will be shared: on a platform with its peculiar characteristics, or on multiple platforms accessible through a license, like a periodical, which we are more used to... And.. and the third thing: competences are required even in selecting the material, because someone was rightly talking about selecting books...How do we select digital texts: do we prioritize a textbook rather than another for its updating capacity; the selection is profoundly linked with the availability of funds: how do we use the funds, where do we get them, is it possible to develop funds aimed for digital texts only, or are the digital copies acquired with the same resources that we employ for the paper copies.. should we develop some fund raising competences, create projects...</p> <p>P4: sure</p> <p>R:... right.. and I don't know what more, to increment the possibility of adopting e-books within the library system.</p> <p>P2: it is a key concept, because without money, nothing can be achieved.</p> <p>R: exactly, exactly!</p> <p>P4: I also think that, if we start thinking about these new technologies, there should also be an effort of continuity from the administrative services; if we start a project on ebooks, the administration should be aware of it and respond with adequate organization, of informatics tools, of...</p> <p>R: right</p> <p>P4: it should not be something that we undertake for one year, and then.. I think we should all get involved in it, as a project.</p> <p>R: ok, slow down</p> <p>P4: one last thing.</p> <p>R: go on</p> <p>P4: I believe that, as someone pointed out before, this requires from us new competences, and also new strategies for the process of acquiring books; if we are talking about the digital format, the aspect of borrowing something like an ebook should not be underestimated, especially from the students.</p> <p>R: exactly</p> <p>P4: I mean, this implies a big project</p> <p>...</p> <p>Pause</p>
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<p>R: certo</p> <p>P4: ecco, non da intraprendere un anno e insomma poi ecco, bisogna, ecco entrarci, penso no, come progetto.</p> <p>R: OK, piano</p> <p>P4: l'ultima cosa</p> <p>R: prego</p> <p>P4: perché io penso che poi, come forse l'ha detto qualcuno adesso non mi ricordo chi, che implica delle competenze nuove da parte nostra, nuove competenze anche strategie anche per l'iter del libro, del processo del libro, se parliamo proprio del formato elettronico, proprio del libro in sé, quindi proprio l'aspetto del prestito che non è proprio da sottovalutare per gli studenti.</p> <p>R: esatto</p> <p>P4: insomma ecco c'è un bel progetto grosso ...</p> <p>pausa</p> <p>R: allora scrivo ancora quelle che ci siamo dette ...</p> <p>P4: e poi l'ultima cosa e poi basta, veramente, che parlando sempre con gli studenti perché qui si ... che praticamente mi sono accorta, almeno per quello che riguarda xxxxxx, io parlo sempre della mia esperienza, che forse probabilmente la parte i corsi di xxxxxx forse ma anche forse xxxxxx, cioè che praticamente gli studenti, la loro preparazione agli esami non è passata più su un testo, su un manuale, che pur essendo fondamentale, insomma ci deve essere, è passata da più fonti, quindi comunque lo studente si sfoglia il manuale, poi magari può prendere una parte del manuale, poi magari si rivolge va e guarda le dispense, e quindi forse questo attingere su più fonti, cioè l'ebook, cioè potrebbe aiutare a, non lo so, a perc., a sc., a fare una scelta degli argomenti e delle fonti che servono, per poi penso che a questo gli e-reader o anche il tablet ti possono comunque far completare la tua "dispensa personale", adesso non so come chiamarla. Questo perché un po' lo studio, l'apprendimento, è un po' cambiato, almeno a xxxxxxx è un po' cambiato rispetto a una volta, cioè non è più lo studio sul manuale, cosa che forse per quel che riguarda le materie xxxxxx è una cosa ...</p> <p>R: vogliamo sentire appunto ... sentiamo se ci sono altri pareri su quest'osservazione, che anche il modello di apprendimento sembra mutato per lo meno in alcuni settori, perché poi qui lo riferiamo in base appunto a quello che percepiamo, [00:40.00]</p>	<p>R: I will write down what we said so far..</p> <p>P4: and then one last thing,that I found out talking with the students... I realized, at least as far as xxxxx is concerned – I only speak about my own experience – that students do not prepare exams only on one book, a handbook, but they look at different sources; the student will always have a look at the handbook, then he starts to ask around and looks at notes, and then starts looking at several other sources; I mean, the ebook could be useful in this terms, to choose or make a list of the topics and the related resources needed.. I also think that ereaders and tablets could be employed to collect a personal “set of notes”, I would not know how to call it. This is because the process of studying and learning is evolving, at least at xxxxxxx, it is different from what we are used to. Studying does not only involve one handbook anymore – this also depend on the subjects; xxxxxxx subjects are one thing....</p> <p>R: that is what we want to hear about... lets’s hear if there are different opinions on this last point: that the learning model has changed - at least in some subjects. We will obviously be referring to our personal experiences; [00:40.00]</p> <p>so if any other of us wants to share something about their area of expertise.. (meaning: subjects they work with)</p> <p>P2: yes, I can speak for xxxxxxxx. In my opininon, our users are ready for a non-traditional learning approach... at leas according to my own experience. However, more than the single ebook, we would be more... let’s say inclined to hope for a platform... this would definetely be more...eh..</p> <p>R: appreciated?</p> <p>P2: hello? Can you hear me?</p> <p>R: yes, yes, go on</p> <p>P2: Oh I could not hear anything.. as I was saying, we would prefer a platform rather than single ebooks.</p> <p>R: clear</p> <p>P3: can I? As far as I am concerned, I have to say that students are asked by teachers to read and study carefully selected texts. They usually don’t go any further than the suggested readings. When it comes to finding material for their thesis, they would rather research on the internet; however, it is well known that the Internet has a bit of everything, so it becomes compulsory to be very careful and critical towards what we are reading. As a consequence,</p>
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<p>se altri settori hanno qualcosa da aggiungere su questo</p> <p>P2: sì, io posso dire da xxxxxxx secondo me i nostri utenti sarebbero pronti a un tipo di approccio non tradizionale, per lo meno da quanto ..., per la mia esperienza.</p> <p>Però direi che più che per diciamo per l'ebook singolo credo che sarebbe diciamo auspicabile un'adesione a una piattaforma che sarebbe sicuramente più eh ... più..</p> <p>R: gradita?</p> <p>P2:pronto mi sentite</p> <p>R: sì, si vai</p> <p>P2: eh no perché non sentivo proprio più niente... eh, no dicevo ecco secondo me più diciamo l'adesione alla piattaforma, che comunque rispetto a dei singoli ebook scelti, diciamo</p> <p>R: ok, chiarissimo</p> <p>P3: posso? per quanto invece riguarda la mia esperienza, devo dire che gli studenti vengono indirizzati da docenti a leggere e studiare su dei testi ben definiti, che sono i testi consigliati, e oltre quelli non vanno. Poi quando si tratta, beh, di trovare il materiale per la tesi vanno anche molto così, preferiscono anche ricercare in Internet, però in Internet si sa che si trova un po' di tutto e noi consigliamo sempre di far le ricerche in Internet, però con molta attenzione e non prendere per buono tutto quello che trovano e quindi li rimandiamo alla consultazione di riviste e monografie ehm... quindi ... però ecco il fatto è che hanno dei testi consigliati che sono sempre gli stessi, testi di autori, di certi autori, che sono autori prestigiosi, e però ecco sono quelli e li fanno le loro ricerche, quindi insomma è piuttosto ricerche limitate.</p> <p>R: sentiamo ancora un'altra campana a questo punto, P1</p> <p>P1: sì, no, a xxxxxxx anche il percorso di preparazione degli esami è tradizionale, non vanno oltre i testi e le dispense anche quelle cartacee, che siano depositate in biblioteca o dal punto copisteria di fiducia, non c'è altre, non c'è una modalità più interattiva diciamo.</p> <p>R:ok grazie. Ascoltate, ho introdotto queste ulteriori vostre opinioni. Prima di ri-elencare le competenze individuate che ci siamo dette, vorrei che scorriamo di nuovo insieme questo breve elenco e mi aiutate anche a compilarlo se lo ritenete necessario. Quindi abbiamo detto che c'è necessità di competenze</p>	<p>students are asked to consult journals and monographies... ehm.. so.... Anyway, the main issue is that the texts suggested to them are always similar; they are by certain authors, who are sometimes renowned, but nevertheless a small number. On the same authors students tend to conduct their researches, which end up to be quite limited.</p> <p>R: we can hear another voice at this point, P1</p> <p>P1: yes, here a xxxxxxxx the learning process for examinations is a traditional one. Students do not go further than the suggested texts and notes. The latter can usually be found in the library or in students' trusted copy shops. There is no other material, nor a more interactive process of learning.</p> <p>R: okay, thank you. Listen, I just added these additional opinions of yours. Before we can re-enumerate the related competences, I would like to go over my notes together – you can also help me to amend them if you think it is necessary. So; we mentioned the need for technical competences in order to make any system work – I would say the main issue could be the cataloguing process. (Technical knowledge is necessary to) make content available to users.</p> <p>P3: right, of course</p> <p>R: The problem of the content comes right after the selection of texts, of material. We already mentioned the necessity of well assessing you....our.. the eventual acquisition of books: this includes selecting the type of book needed, if it means frequent updating or else; the selection requires some strategies, which are demanded by the Public Administration: we also have to state what are these strategies, because they are linked to the novelty of ebooks. I am thinking about a contest rather than a consortium contract and so on.</p> <p>This strategy comes obviously from the knowledge of the market, which is another competence that I, personally, need to develop. I feel like everything in this matter is beyond my expectation, while there is no limit for editors and publishers to gather new material in different forms, with open sources that can be labelled differently.</p> <p>[00:45.00]</p> <p>P3: anyway, I think that this is not only valid for you: it is everyone's problem. Since this is a completely new field for us, I feel like we are all in the same</p>
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<p>tecniche rispetto proprio alla possibilità di far fruire, direi di catalogare, di rendere comunque accessibile</p> <p>P3: certo, sicuramente</p> <p>R: il contenuto una volta acquistato, questo passo naturalmente interviene successivamente alla selezione, del materiale, del contenuto, perché ci siamo detti dove è bene indirizzare le vo... le nostre ... l'eventuale acquisto, quindi a quale classe, piuttosto un libro di testo o un libro con aggiornamento frequente o altro ancora e questo richiede delle strategie anche rispetto all'iter, perché abbiamo detto che la Pubblica Amministrazione lo chiede chiaramente, lo prevede, vanno delineate anche internamente queste strategie anche in merito alla novità dell'oggetto. Penso alla gara, piuttosto che al contratto consortile nel caso di pacchetti e via dicendo. Ovviamente questa strategia non viene prima della conoscenza del mercato e quindi delle possibilità offerte, questa sicuramente è un'altra competenza che io personalmente ho bisogno tanto di sviluppare, mi pare che tutto sia oltre sempre la mia aspettativa, e invece, come dire non c'è limite alle fantasie degli editori nel pubblicare e non c'è limite sicuramente nel raccogliere materiale ad accesso aperto in diversi contenitori e diverse forme.</p> <p>[00:45.00]</p> <p>P3: comunque questo penso che valga non solo per te ma per tutti, essendo anche un ambito nuovo, penso che siamo tutti nella stessa situazione.</p> <p>R: Infatti, il bello per cui vi ho coinvolto è che è nuovo per tutti, cioè siamo nella ... novità insomma, ecco e inesperienza per tutti, mi sento "parte discendente", completamente, insieme a voi... e poi anche approfondire chiaramente la conoscenza dei meccanismi di accesso e di prestito in particolare in quelle piattaforme che lo prevedono e che sono a noi note, abbiamo anzi avete avuto il piacere di contattare la ... la ...</p> <p>P3: xxxxx?</p> <p>R: esatto, l'esperienza di xxxx, sappiate che xxxxxxxxxxxxxxxxxxxx anche questo editore è disponibile ad aprire un trial di un mese o 45 giorni sulla propria piattaforma. Se avete altri suggerimenti per completare questo elenco.... altrimenti passerei proprio a fare l'ultima domanda che è anche di chiusura a questo punto e cioè: come posso, la domanda è volutamente alla prima persona singolare, ehm, intervenire su queste competenze che io vedo mancanti, e ecco quali secondo me possono essere le strategie, le azioni, le idee, gli atteggiamenti, i comportamenti, le scelte, per affrontare, per avviare il processo di</p>	<p>situation.</p> <p>R: that's right, that is why I involved all of you, because this is new for everyone... we are approaching the.. novelty, and we are all unexperienced; I feel like part of a group that is learning, with you... moreover, we can deepen our knowledge of all the new mechanisms; of access, of borrowing, in particular of those platforms that we already know. We, or rather you had the pleasure of contacting...</p> <p>P3: xxxxxxx?</p> <p>R: right, the experience of xxxxx, you should know that even xxxxxxxxxxxx, even this publisher gave availability to open a trial of a month or 45 days on their platform. If you have any suggestions... otherwise, I would like to ask you one last question in order to conclude this discussion: how can I (I am using the first person on purpose here), take action in the matter of these competences that we seem to lack; what are the strategies, the ideas, the approaches that I need to undertake in order to acquire these competences? In synthesis: how can I make a change when I feel like I am lacking competences?</p> <p>Pause</p> <p>P4: you are talking about lacking competences, I feel like we need to start from the structures, the institutions that are responsible for the organization. We need to involve teachers, take the issue to the technical committees..</p> <p>R: ..But I am talking about us, the library staff, who are called to earn some skills on the matter...</p> <p>P3: well, I think that, as far as the knowledge of the market, of access to the books and of borrowing – even to get an understanding of what publishers think about this – eh.. everyone, in their specific area of interest, could start conducting a research; we could test and see what the market has to offer, each in their field, and then take the research on together.</p> <p>R: okay, how do you think you could start researching, P3?</p> <p>P3: first, as far as my field, xxxxxxx, is concerned, I could try to see what the editors are offering and what is available on the market... this will obviously</p>
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<p>acquisizione delle competenze che ho riconosciuto qui mancanti. Come in sintesi come posso intervenire su queste competenze qualora io le ravvisi mancanti.</p> <p>pausa</p> <p>P4: mancanti tu dici competenze, la struttura organizzativa ,intanto bisogna partire probabilmente, cioè coinvolgere i docenti, portare il problema alla conoscenza dei comitati tecnici ...</p> <p>R: Ma io proprio, intenderei proprio, come proprio ... personale bibliotecario che è chiamato insomma a "farsi un po' le ossa" su questo ambito ...</p> <p>P3: Beh, penso che intanto per quanto riguarda conoscenza del mercato e dei meccanismi di accesso e prestito, anche per vedere cosa dicono i singoli editori, eh,..ognuno nella propria area potrebbe intanto cominciare a fare delle ricerche, sondare un po' appunto il terreno, vedere il mercato che cosa offre per la propria area, poi da lì poi continuare nei vari settori.</p> <p>R ok, Come pensi di poter eventualmente muoverti, P3?</p> <p>P3: intanto per quanto riguarda per esempio l'ambito xxxxxxx vedere cosa offrono i vari editori e vedere cosa c'è sul mercato già disponibile, magari certo ci vorrà un po' però fare un po' di ricerche ...</p> <p>R: ok</p> <p>P3: ...e vedere anche i singoli editori cosa richiedono.</p> <p>R: anche forse anche siti di strutture bibliotecarie di area omogenea che magari hanno un servizio attivo ...</p> <p>P3: magari, certo, certo, magari sentire anche xxxxxxx, sentire meglio e ... se loro hanno delle ... hanno già ma non credo se hanno già acquistato degli ebook se hanno fatto già delle esperienze ...</p> <p>R: oppure anche altre biblioteche, io intendo di altre università</p> <p>P3: ah, fuori Perugia, certo, si, si</p> <p>R: che magari hanno attivo già qualche servizio ..</p> <p>P3: io per esempio avevo guardato l'Università di Bologna, dove io ho rapporti con il xxxxx, loro hanno acquistato come ti ho accennato prima quella collezione de xxxxx, che l'hanno sottoscritta tramite consorzio xxxxx.</p>	<p>take some time...</p> <p>R: okay</p> <p>P3: and also, see what the editors require.</p> <p>R: maybe even websites of different libraries that might have an active service..</p> <p>P3: yes, sure, maybe we could also ask xxxxxxx, ask if... if they have already... but I don't know whether they have already acquired ebooks or if they have any experience....</p> <p>R: or other libraries, I was thinking more university libraries</p> <p>P3: ah, outside Perugia, yes, yes, sure</p> <p>R: which might already have an active service..</p> <p>P3: I for instance had a look at the University of Bologna, where I know xxxxx. They acquired, as I mentioned, a collection of xxxxxxx, which was subscribed by xxxxxxxconsortium.</p> <p>R: okay.</p> <p>P3: it is also possible to ask.... What were the prices, or the conditions, right, ask more information... this can also be done..</p> <p>P4: I think that personally, we can do more... I mean, we need to act together, once we have selected and contacted more universities, [00:50.00] we then need to agree on a plan in order to proceed with acquisitions, with competitions and contracts like you mentioned, it is not easy.... Us, as far as the open access, we are limited... I mean I can conduct a research, but, ehm.. in order to initiate the process, to start the project as a whole, we need a plan that involves the administration. We need an informatics contribution, we have to involve teachers and ask them what are the texts that we need; then see what publishers make available on their platforms and what can be used for each of our area of expertise... I think it's something to do together, I don't know, maybe....</p>
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<p>R: Ok.</p> <p>P3: anche lì si potrebbe sentire quanto ... quali sono i prezzi, no, le condizioni, ecco, chiedere maggiori informazioni, questo cioè si può anche fare ecco ...</p> <p>P4: Penso che a livello personale possiamo fare p... cioè arrivati cioè bisogna comunque agire insieme, nel senso che comunque ecco una volta individuato e aver dato un'occhiata [00:50.00] presso le altre università però poi bisogna comunque rivolgersi a livello centralizzato e sia come dicevi tu per gli acquisti, per le gare che prevedono, non è semplice... noi ecco, per quello che riguarda l'open access, per quello che noi possiamo avere, ma cioè limitatamente ... io da sola cioè posso fare delle ricerche. però ehm per avviare tutta questa procedura, tutto questo progetto credo che da sola posso fare ben poco, non lo so forse mi sbaglio, cioè nel senso che comunque vedo che sia un progetto che abbastanza coinvolga l'amministrazione, ci vogliono le postazioni informatiche, bisogna fare una scelta e coinvolgere anche i professori per capire quali sono i testi cioè e vedere se certi editori poi in queste piattaforme che cosa mettono a disposizione per le varie aree, cioè un lavoro da fare insieme credo, non lo so forse, ...</p> <p>P3: sì, però ecco magari inizialmente cioè testare un po' il mercato vedere quello che c'è</p> <p>P4: sì però poi rimane lì, perché poi che dopo tu vedi che c'è il xxxxx però poi rimane lì, perché poi bisogna agire a livello di ... coinvolgere il docente</p> <p>P3: certo, noi oltre non possiamo andare</p> <p>P4: questo che volevo dire ...</p> <p>P4: Personalmente, come potenzialità non, non vedo ecco, si facciamo tutto e facciamo le ricerche, vediamo però rimane ehm ... rimane un po' non lo so forse sbaglio, ma ...</p> <p>P5: sono P5, intervengo un momento semplicemente per dire questo: mi sembra evidente [che] comunque è necessaria una formazione perché io sono sicura che noi siamo tutti interessatissimi e siamo anche bravi probabilmente a cercarci su Internet quanto ci serve, però una formazione proprio per bibliotecari, da parte del Centro Servizi sarebbe eh eh...</p> <p>P4: questo sono d'accordissimo</p> <p>P5: ecco su questo sarebbe, siamo tutti</p> <p>P3: sfondi una porta aperta</p>	<p>P3: right, but perhaps we could start by testing the market a little bit, just to see what is available.</p> <p>P4: yes, but this attempt can not evolve, you will see that xxxxxx will end there. We need action on a different level.. start involving the teachers</p> <p>P3: sure, we cannot go any further...</p> <p>P4: that is what I was trying to say...</p> <p>P4: personally, as far as our potential is concerned, I think that yes... we can do everything, start by researching, but there will still be... maybe I am wrong, but there is still...</p> <p>P5: P5 here, I will just quickly add one thing: it seems evident that we need to be instructed; I am sure everyone here is interested and willing to look up on the Internet what is necessary, but a course aimed to librarians, promoted by the Service Centre... eh..eh..</p> <p>P4: I completely agree</p> <p>P5: I think we all do on this matter</p> <p>P3: you are preaching to a converted (literally "you are smashing an open door")</p> <p>P5: yes, I know it's something... but it is better to say it explicitly, at least to underline it....</p> <p>P4: we need the competences, the strategies, also for the practical matters... but a good formation is what we really lack</p> <p>P3: right, because we are all putting effort in it, but we would also need help..</p> <p>R: I remark that this conversation is recorded, so this will be transcribed and shared..</p> <p>P4: that is the main point...</p> <p>R: obviously, obviously...I perfectly agree we are lacking an education on the matter, an issue that we can also present to the director and his representative as a product of this meeting; by the way, you all know that both the director and his delegate are aware of this initiative, of the focus group concerning digital services, so there could be a result, even if a small one, of today's meeting. Obviously we need, together with the courses, a combined effort coming from us; but not only the effort, we need a personal strategy; I would say, if possible, that we should not wait for an input coming "from above" (from external sources, like the</p>
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<p>P5: sì, no, lo so che è una cosa ... ma è meglio che lo diciamo esplicitamente, così lo sottolineiamo...</p> <p>P4: ci vogliono le competenze, le strategie, anche proprio per le cose pratiche, però anche una formazione ci manca ..</p> <p>P3: certo, perché noi la buona volontà ce la mettiamo però servirebbe anche un aiuto ...</p> <p>R: sottolineo che è registrato, quindi questa la trascriveremo e la scriveremo sui muri, la diffonderemo ...</p> <p>P4: questa è la base di tutto ...</p> <p>R: ovviamente, no, ovviamente, ovviamente ... è pur vero che l'intervento di formazione ,che io condivido perfettamente che manca, e magari possiamo anche farne istanza anche a partire da questa cosa, che comunque sapete che sia il direttore che il delegato sono a conoscenza dell'iniziativa di fare il focus group a riguardo del servizio, quindi sicuramente potrebbe essere anche questo un frutto, minimo, insomma però, del nostro incontro di stamane mattina.</p> <p>Certamente a fianco a questo ci va come diceva qualcuno, la buona volontà ma non solo, anche una strategia personale io direi se possibile e cioè di non, di non aspettare unicamente che l'input venga da ... da su, anzi perché forse quell'input va un pochino sensibilizzato, un pochino stimolato, va un po' così, insomma, va un po' indotto e allora penso che anche proprio potremmo anche proprio lavorare anche in maniera locale se non dire se non come ha detto prima, personale, ripeto anche senza avere chissà quali, no?, aspettative, sicuramente, come diceva qualcuno, non saremo in grado con la nostra unica forza e buona volontà e totale competenza di metter su un servizio a livello di sistema, questo è ovvio e evidente, però magari possiamo migliorarci cioè passare dalla situazione, condizione attuale ad una un pochino superiore, sicuramente superiore anzi, e allora delle strategie possono essere ... qualcuno acce... accennava informarsi presso i siti degli editori, visitare altri siti di biblioteche di area omogenea, capire se hanno avviato servizi simili in che modo, probabilmente anche facendo qualche lettura ad hoc probabilmente, anche girellando un po' di più di quanto facevo prima su contenitori ad accesso aperto e per "farmi anche un po' le ossa", capire come sono pubblicati ... certi tipi di contenuti [00:55.00]</p> <p>aiutatemi voi: per esempio, abbiamo citato questa ... presentazione di xxxxxxx, si potrebbe immaginare o la presentazione dell'altra piattaforma o comunque l'avvio del <i>trial</i> di una dei due, di tutte e due, in simultanea, uno dopo l'altro, le butto là perché spero che possiate anche su questo dare la vostra (opinione) ..</p>	<p>director or formative courses). Perhaps this input should be solicited a bit, maybe induced and stimulated by us. I think we can also work on a local level, on a personal level like I said before; even with very little expectations – as someone said before, we can't establish a systematical service by ourselves, only counting on our efforts. This is clear and evident, but we can still try to improve, to change from the current situation towards something a little bit better. Some strategies in this sense have already come up, someone was saying that we could look through publishers' websites, visit other libraries, understand whether others already have similar services and how they function; we will need to accustom ourselves and read something on the subject, exploring maybe more than we used to do before, testing ourselves on the knowledge of subjects like open source contents and such things...to understand how certain things are published</p> <p>[00:55.00]</p> <p>Help me here: for example, we mentioned this... presentation of xxxxxxx; we could perhaps imagine the presentation of another platform, or how the trial works, or both, one after the other.. I am just mentioning it so that I can get your own opinion on the matter..</p> <p>Pause</p> <p>P4: well as far as xxxxxxx, we have to check what books were available, we should see what are the subjects right?</p> <p>R: the subjects covered</p> <p>P4: eh, I cannot remember it right now I will be honest, but at least as far as xxxx is concerned, I don't think there was any</p> <p>P3: and then there are the packets, eh...</p> <p>P4: yes, remind me, they were mostly...</p> <p>P2: of xxxxxxx subjects</p>
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<p>pausa</p> <p>P4: beh, su ... l'xxxxxxx bisogna vedere quanti titoli c'erano, com'era, bisogna anche vedere le aree no?</p> <p>R: le aree coperte</p> <p>P4: eh, adesso neanche me lo ricordo sono sincera, però insomma per xxxxxx non mi pare che c'erano</p> <p>P3: e poi sono cari i pacchetti, eh...</p> <p>P4: si io adesso è un po', aiutatemi, insomma, erano soprattutto</p> <p>P2: dell'area xxxxxxx</p> <p>P4: soprattutto</p> <p>P2: ... scusate, no, dell'area xxxxxxx c'era abbastanza, solo l'unico problema è il prezzo, il costo ... veramente ... insomma abbastanza alto, sì, molto alto, sì</p> <p>P4: e poi non c'erano i libri i manuali mi pare, no?</p> <p>P2: qualcosa forse sì, qualcosa di manuale forse c'era, poi guardando un attimo qualcosa forse sì, però certo, a parte che comunque a noi adesso al di là dei manuali chiedono spesso dei testi specialistici, quindi insomma qualcosa poteva esserci interessante solo che, il pacchetto comunque è molto molto caro, mi è sembrato ...</p> <p>P4: quindi insomma per implementare tutto all'inizio ci vogliono un sacco di soldi</p> <p>R: ah ah ah, l'amara constatazione</p> <p>P4; no, non lo so cioè che ...magari si dopo gli ebook, le cose costeranno meno però ci vuole un costo iniziale non indifferente, sbaglio?</p> <p>R: diciamo che addirittura in un modello di acquisto, però la mia informazione è vecchia di un paio d'anni, c'è addirittura un costo di mantenimento della piattaforma quindi anche se, per dire, apriamo e sottoscriviamo pochi titoli però vogliamo continuare ad accedervi, bisogna comunque continuare a pagare il mantenimento oltre il costo <i>una</i> ..</p> <p>P4: all'abbonamento iniziale</p> <p>R: al costo <i>una tantum</i> al singolo titolo</p> <p>P4: si è vero, mi sa, ecco, adesso che me lo dici ...</p> <p>R: com.. acquistato. Ehm... alcuni altri eh eh... indicazioni su questo tema come posso intervenire? A tempo tempo perso persissimo potrei anche visitare, c'è un sito di Laura Testoni, mi pare?, che</p>	<p>P4: mostly</p> <p>P2:sorry, no, there was enough on xxxxxxxx subjects, but the price, the cost was very high, yes, very expensive</p> <p>P4: and it did not include handbooks, right?</p> <p>P2: maybe a few, there might have been a few handbooks; but for us, we are mostly asked about specific texts and we would not need the whole package... which is however very expensive I believe...</p> <p>P4: so, to acquire everything we would need a lot of money</p> <p>R: ahah, the bitter consideration</p> <p>P4: no, I don't know, I just saying.... Maybe after we purchase ebooks the project will be less expensive, but the initial cost is not indifferent is it?</p> <p>R: in a spending plan that I found, which however is a few years old, the cost includes even the maintenance of the platform; let's say that we open a platform and include a few titles: if we want to be able to access it, we need to pay the maintenance cost, which is added to the <i>una</i></p> <p>P4: to the initial subscription cost</p> <p>R: to the <i>unatum</i> cost of each single book</p> <p>P4: it's true, now that you talk about it...</p> <p>R: each book that we acquire. Ehm.. someone else on this subject, what do you think? There is a website, of Laura Testoni I believe? Which I could also check as a starting point; I think I looked at it years ago, it should be called Refkit, we can try and look at it together.</p> <p>P4: okay, if you share it so that we can see</p> <p>P3: right, let's see</p> <p>P4: let's see if it is not... the address</p> <p>P3: yes</p> <p>R: uhm, let's see what I am asked to do here because I do not understand what the computer is loading, let's start again.</p> <p>Pause</p>
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<p>potrebbe essere un eh.. un input iniziale, che mi pare di aver visitato tempo fa, dovrebbe essere Refkit, se vuoi, se proviamo ad andarci anche di ...di persona</p> <p>P4: eh, se ci vai così lo vediamo</p> <p>P3: vediamo si</p> <p>P4: vediamo se non è ... l'indirizzo</p> <p>P3: si</p> <p>R: allora vediamo che mi chiede qua perché non ho capito che sto avviando, facciamo da capo</p> <p>pausa</p> <p>R: sto ancora condividendo lo schermo, mi vedete lavorare, operare?</p> <p>P3, P4: si, si</p> <p>R: spero che si avvia ... Mozilla</p> <p>pausa</p> <p>R: allora ... Refkit in realtà è il blog di Laura Testoni, che è una collega dell'Università di ... Genova, mi pare di andare a memoria ... che in realtà non ha aperto questo ...aspetta.. questo p..... questa piattaforma, ma un'altra apposta ora però l'indirizzo non era questo qua, allora aspettate un attimo</p> <p>pausa</p> <p>R: eccolo qua, era questo scusatemi, allora, sta su Google, ma.. se avete voglia e tempo vi inviterei a fare una breve, un giro, un giretto, su questo sito fatto dalla collega per cui il punto di vista è come il nostro</p> <p>P4: condividiamo</p> <p>R: e lei ha fatto un po' questo progetto, insomma ecco, cercando di mettere qualche <i>tips and tricks</i>, non so come altro definire, però insomma sono quasi appunti di esperienza, della sua esperienza sugli ebook, forse è un punto di partenza che può esser buono insomma valutatelo voi, io lo butto là</p> <p>pausa</p> <p>R: ehm... vediamo per esempio qua ecco un buon capitolo che secondo me ci possiamo dare una scorsa è quello dei DRM, D R M anche di questi so anche per riferito che alla presentazione di xxxxxx non si è fatta gran menzione eppure sono ... eh ... onnipresenti e anzi, il servizio è proprio basato sulla gestione dei DRM con Adobe DRM (NdR: Adobe Digital Editions)</p>	<p>R: Am I still sharing my screen? Can you see me typing, working?</p> <p>P3, P4: yes, yes</p> <p>R: I hopw Mozilla will start again</p> <p>Pause</p> <p>R: right... Refkit is actually a blog, written by Laura Testoni, who works at the Univeristy of Genoa, I think.... But I am not opening this.... This platform, actually, there was a different address, hold on a minute</p> <p>Pause</p> <p>R: here we go, this is the right one, sorry, I found it on Google, but... if you have time and are willing to, I invite you to look at this webpage created by our colleague, which shares our point of view.</p> <p>P4: we agree</p> <p>R: and she started this project, trying to put together some <i>tips and tricks</i>, I wouldn't know how else to define them; some notes on her experiences with ebooks. It can be a good starting point, well, have a look at it, I am just trying to show you</p> <p>Pause</p> <p>R: ehm.. let's see, for instance, a good chapter we could look at is that on DRM. On this subject, I was told, not much was discussed at xxxxpresentation.. yet, they are everywhere; the digital service is based on managing DRM with Adobe DRM</p> <p>[01.00.00]</p> <p>So.. I think that could have been a theme to approach open-mindedly.. right... an hour is almost passed; I think that we covered today's issue and fulfilled the initial intentions of the meeting; we also need a break and...for the moment, thank you for coming, I am really happy and I hope you are as well; we mentioned a lot of things and pushed each other to think and speak about new issues in this moment; I really liked it and I think I gained a lot from you, thank you very much.</p> <p>P3: thank you</p>
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<p>[01.00.00] appunto quindi ... direi che sarebbe stato un tema che avrebbe potuto affrontare con più apertura... allora ... eh.. stiamo compiendo l'ora, quindi io direi che abbiamo anche esaurito oltre che il tema, e anche l'intenzione che mi sembra abbiamo raggiunto pienamente di questo incontro, anche la voglia e la forza e ci vorrà anche una pausa e ... Insomma intanto vi ringrazio per aver partecipato, veramente sono contenta e spero anche voi, perché ci siamo detti delle cose, ci siamo come dire obbligati a pensarle e a dirle in questo momento e mi è piaciuto parecchio perché ho, ho arricchito ho preso tanto da voi, grazie veramente</p> <p>P3: grazie a te</p> <p>grazie</p> <p>R: spero che sia uno scambio</p> <p>ciao</p> <p>R: uno scambio alla pari</p> <p>R: vi lascio un'ultima cosa se ... se lo vorrete, e cioè ... mi piacerebbe come vi avevo detto di risentirci a fine mese per un altro feedback su questo tema, quindi che cosa fare nel frattempo: quello che ci siamo un po' detti se troviamo percorsi, modi, stimoli situazioni che possono farci passare dalla nostra situazione attuale di competenze a una superiore, di qualunque grado superiore e ... e se avete intenzione di seguire, di fare in questa quindicina di giorni diciamo, perché ci possiamo sentire a fine aprile, nella settimana dal 26 al 29, avevo indicato il martedì 26 perché il martedì e il venerdì xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx —però poi se desiderate un altro giorno, perché il 26 magari non ci siete o non vi è comodo ci possiamo riaccordare. Oppure troviamo un'altra soluzione, invece di fare un focus group magari ci possiamo dire in ... secondo me viene carino questa cosa del focus group, però se volete trovare altri modi, per iscritto, oppure riferito come una conversazione personale con me, potete scegliere tranquillamente. Allora, che cosa fare nel frattempo: al volo al volo se desiderate e io spero di sì io lo farò per me e, penso anche xxxxxx ehm... vi dò questa consegna: aprire una specie di diario personale, un diario in cui non dobbiamo scrivere cose grandi, chissà cosa, assolutamente, ma annotare proprio come se fosse il nostro diario di quando eravamo piccole ... magari qualcuno ce l'ha anche adesso, senza giudizio se ce l'ha anche da grande (ride)</p> <p>P4: ce l'abbiamo in ebook adesso (ride)</p> <p>R: in cui annotare</p> <p>R: eh c'abbiamo l'ebook esatto (ride) esatto il nostro</p>	<p>R: I hope it was a mutual</p> <p>Bye</p> <p>R: a mutual exchange</p> <p>R: One last thing if you are willing to.. I would like to speak again at the end of the month for another feedback on this theme, so something to do in the meantime; we talked about finding new ways, paths, situations that could help us improve our competences, to any degree....and if you would like to do so in this couple of weeks – we can maybe speak again at the end of April. The week between 26th and 29th would be ideal, I said Tuesday 26th because Tuesday and Friday xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx, but if you prefer another day, we can reschedule. Or we can find another solution, rather than a focus group... I like this solution, but if you prefer, I don't know, a written conversation, or a personal meeting, you are free to choose.</p> <p>Right, what to do in the meantime: if you would like to, and I hope so, I am going to do this for myself; I will give you this assignment: to open a sort of personal diary- we don't have to write big things on it, just note a few things, like on the diary we had when we were little... perhaps someone still has one, no judging here.. (laughs)</p> <p>P4: we have one in ebook format now (laughs)</p> <p>R: where we can note.. Eh we have it in ebook format now, exactly (laughs), note everything that according to our opinion could contribute to the development of our skills, like we said this morning. Did I leave you speechless?</p> <p>P4: no, okay</p> <p>R: would you like to do it, is it something that is compatible with your job... can you put the effort on a daily basis?</p> <p>P4: I can try, I will try.. let's try</p> <p>P3: we'll try</p>
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<p>diario personale, annotare tutto quello che secondo noi sta contribuendo, potrebbe contribuire alla crescita della nostra competenza rispetto a quella che abbiamo registrato questa mattina. Ho lasciato senza parole?</p> <p>P4: no, ok</p> <p>R: siete disponibili, pensate che sia una cosa compatibile con il vostro lavoro ... sia gestibile nel vostro impegno quotidiano?</p> <p>P4: io ci provo, ci provo ,eh, ci proviamo</p> <p>P3: ci proviamo</p> <p>P4: gli impegni son tanti</p> <p>R: immagino, l'immagino no, è chiaro, io personalmente, anche io dico che ci provo, me lo apro subito come prima cosa appena chiuso, in modo che scrivo almeno la data di oggi, oggi ho seguito, ho fatto un Focus Group con le colleghe, questa sarà la prima cosa che scriverò. E poi quello che ci siamo detti, se avete se siete d'accordo potremmo anche provare a chiedere un <i>trial</i> che ne so, potrebbe essere una cosa buona oppure è prematura?</p> <p>P3: ma all'xxxx lo chiedi?</p> <p>R: eh, guarda sarebbero disponibili tutti e due quindi nel caso andrebbe non solo scelto a chi ma anche come. Che cosa ne pensate?</p> <p>P4: quello della xxxx com'era? tu l'hai visto che libri c'hanno, che titoli ...</p> <p>R: no, no, non ho visto il contenuto, so solo che è disponibile a farlo e niente di più</p> <p>P5: mhm</p> <p>P4: che ti devo dire, non lo so</p> <p>P3: eh non so, neanche io</p> <p>P4: le altre colleghe che dicono ...</p> <p>R: eh, infatti, magari questa la domanda la possiamo fare</p> <p>P4: siccome a xxxx su questo dell'xxxx ha detto che c'erano diversi titoli, magari se gli interessa</p> <p>P2: magari non so se se è prematuro, vogliamo aspettare ancora magari</p> <p>P4: magari possiamo aspettare questa riunione, beh, facciamo questo tentativo di autoformazione</p>	<p>P4: there's a lot to do</p> <p>R: I can imagine. Clearly, I will also try; I will begin as soon as we finish, so that I at least write down today's date: today I did a focus group with my co-workers, this will be the first thing that I write down. And then what we mentioned; if you all agree we can also try to ask for a <i>trial</i>, do you think it could be a good thing, or is it a bit too early?</p> <p>P3: but are you going to ask xxxxxxx?</p> <p>R: eh, look, they would both be available so we have to choose not only who to involve, but also how. What do you think?</p> <p>P4: how was the one of xxxxx? You saw the books they have, what titles...</p> <p>R: no, no, I saw the content, I just know they are available to do it and nothing more</p> <p>P5: mhm</p> <p>P4: what can I say, I don't know</p> <p>P3: eh I don't know, me neither</p> <p>P4: what does everyone else think?</p> <p>R: right, maybe we can ask this question around</p> <p>P4: since xxxxxx said there were a lot of titles in that of xxxxxx, t might be interesting</p> <p>P2: maybe, I don't know if it's too early, we could wait a little bit</p> <p>P4: we can wait the next meeting, let's do this self-education attempt first</p> <p>[01.05.00]</p> <p>R: right maybe we can establish it at the end of these fifteen days, also getting all the tutors and people in charge involved, our director and his representative to work on this theme; we will need to hear their opinion, now or perhaps later on; we need to connect the project with the academic activity, right?</p> <p>P4: I would also like to hear from the students, what they think about it, we could set up a questionnaire</p>
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<p>[01.05.00]</p> <p>R: esatto forse lo possiamo stabilire al termine del nostro percorso della nostra quindicina, anche soprattutto magari coinvolgendo a questo punto tutto il gruppo dei referenti e i responsabili magari insomma chiaramente anche i nostri direttore e delegato che sul tema son sensibili andranno sentite le loro opinioni se è opportuno adesso o magari più avanti, in collegamento con l'attività accademica più in generale no?</p> <p>P4: mi piacerebbe anche sentire gli studenti, anche la voce degli studenti che ne pensano, ci sarebbe da fare un questionario ecco interpellata.. ecco aver un'idea anche loro</p> <p>P3: e poi anche non subito</p> <p>P4: esatto</p> <p>P3: cioè è una cosa da organizzare con il tempo magari</p> <p>P4:esatto</p> <p>R: senti P4 la butto là per provocazione ma tu potresti organizzare un focus group dei tuoi studenti (ride)</p> <p>P4: si (ride), no io adesso per quel che riesco a fare con gli studenti delle 150 ore, no?, che sono qua</p> <p>R ottimo</p> <p>P4: e quindi ecco informazioni ... ieri, infatti, ieri pomeriggio c'era questo ragazzo che fa xxxxxxx, lavorava qui ieri pomeriggio e gli ho fatto alcune domande e lui mi ha detto che addirittura gli appunti non li prende più a mano, che li prende tutti sul tablet che comunque questo e-reader può essere comunque una soluzione, ci sono programmi che riescono ..., puoi sottolineare, poi può essere anche utile anche ai ragazzi con disabilità di..., eh, dislessici, adesso che c'è stata anche la formazione, perché comunque ti permette di leggere di vedere, di approfondire meglio il vi... cioè capito, potrebbero essere anche delle alternative, però quando gli ho chiesto: "fammi un paragone fra cartaceo e elettronico, come stiamo" lui mi ha detto "1 a 1" cioè il formato cartaceo deve sempre rimanere e anche lui mi ha detto: "io quando leggo un libro leggo il cartaceo, preferisco il cartaceo". Quindi può essere un mezzo, che ne so, una fonte un supporto che ti può aiutare a fare degli appunti, a prendere e sottolineare e comunque il formato cartaceo è fondamentale.</p> <p>R: ottimo. Questo dialogo per esempio che tu hai tenuto, o che terrai, se lo vuoi riportare, questo</p>	<p>or something.. to get an idea of what they think...</p> <p>P3: it does not have to be immediate</p> <p>P4: exactly</p> <p>P3: so it might be a thing that takes time to organize</p> <p>P4: exactly</p> <p>R: listen, P4, I am just saying this as a form of provocation, could you organize a focus group with your students? (laughs)</p> <p>P4: yes (laughs), no, what I can do now with students in the 150 hours, no? that I am here,</p> <p>R: perfect</p> <p>P4: and so, informations... yesterday, in fact, yesterday evening there was this young man that is doing xxxxxxxx, he was working here yesterday, I asked him a few things and he sad that he does not even take notes by hand anymore, he types things down on his tablet; and this e-reader could also be a solution, there are programs that can.... You can underline things, it might be usefull to people with disabilities, to dyslexic people and so on..because they let you read and see, and deepen the vi... you see, they might be a valid alternative; however when I asked him, "make a comparison between paper and digital format" he replied "it's even (literally, it's 1 to 1)"so the paper format cannot disappear. He said: "when I read a book I read the paper, I prefer the paper format". Digital books might be a tool, a support for taking notes and underline; the paper format however is fundamental.</p> <p>R: perfect. This conversation that you had or an eventual one that you will have, you can report this; and I think it would be a wonderful input, because all the students of your 150 hours are a sort of tester if you want; they can go further and further, and slowly learning to relate to our side of things; that is how you learn to communicate, so that they can be a useful source of information for us.</p> <p>P4: I for instance have a daughter xxxxxxxx.. it's not to say that my house is full of handbooks, but she bought so many, and I saw her surrounded by her notes and the things she would write down.. but in</p>
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<p>sarebbe un bellissimo input secondo me, perché gli studenti delle 150 ore sono da un verso anche delle "cavie" se vuoi, si addentrano un po' di più e, piano piano che prendono dimestichezza con il lato nostro, riesci a dialogarci meglio, anche loro penso che possono essere una buona fonte, per noi, di informazioni.</p> <p>P4: io per esempio quando mia figlia xxxxxxx, non è che io c'ho la casa piena di manuali, ha comprato chissà quanti manuali cioè io la vedevo appunto tra gli appunti, le cose che si scriveva, cioè però poi fondamentalmente anche lei ha studiato su diverse fonti, per questo ti dicevo che bisognerebbe coinvolgere anche i docenti per capire bene come è il loro insegnamento e la loro ... cioè perché al di là dell'elenco dei libri che mettono nei programmi, che son costretti a mettere o meno con i libri consigliati e tutto, però poi bisogna vedere anche in cosa consiste l'apprendimento, lo studio, cioè loro che cosa vogliono dagli studenti, che, capito?, per questo ti dicevo il coinvolgimento al di là della formazione personale e pratica dell'iter del libro. E tutto quanto soprattutto deve partire dai contenuti e dagli input della richiesta, penso</p> <p>R: certo, anche questa è formazione personale, perché la competenza del bibliotecario sta anche nell'individuare, nell'andare incontro alle esigenze informative, quindi ovviamente anche questa competenza ...</p> <p>P4: anche questa, tutt'uno coi docenti, perché noi abbiamo i nostri limiti ovviamente cioè non è che ... abbiamo bisogno che loro ci indirizzino, ci dicano, cioè materie come xxxxxx, ... cioè capito sono ... non puoi tu gestire o capire al di là del titolo o meno comunque insomma va beh, sarà un mio pensiero ...</p> <p>R: allora no, no ti ringrazio è un pensiero che arricchisce tanto secondo me, fai bene a risottolinearlo. Qualcun altro magari non so P1, P2, se volete ancora sottolineare qualche aspetto ...</p> <p>P2: guarda io purtroppo R ti devo, dovrei salutarvi, perché abbiamo qua da fare insomma delle cose</p> <p>R: ti ringrazio e ti ringrazio veramente della pazienza e ti saluto</p> <p>P2: grazie a te, grazie e vi saluto tutte</p> <p>R: ci aggiornerai in merito al tuo diario semmai</p> <p>P3, P4: ciao ciao</p> <p>[01.10.00]</p> <p>R: P1?</p> <p>P1: concordo con la strategia in vista della prossima</p>	<p>the end, she studied gathering different source, that is why I said that we should get the teachers involved, to understand how is their teaching and their.. apart from the list of books they insert in the official programs (they are obliged to provide a reading list) , we have to see how students approach the learning process, how they study. We need to understand what teachers want from students, right? That's why I was talking about involvement, rather than a personal formation to the practicality of an ebook. I believe that everything should start from understanding the need, the request.</p> <p>R: right, but this is also personal formation, because the librarian should be able to understand, to find out what the needs are, so even this is a competence...</p> <p>P4: this one as well, that we share with teachers, because we have our limits, we can't just... we need them to guide us, to tell us, subjects like xxxx for instance... see they are... you can't really manage or handle anything beyond the title of the book but anyway, maybe it's just my opinion..</p> <p>R: no, thank you, I think it's a very useful though, you are right to underline it. Someone else, P1, P2, if you would like to underline some other aspect...</p> <p>P2: look, unfortunately R I should, I should say goodbye, because we are busy here</p> <p>R: thank you, thank you for your patience and goodbye</p> <p>P2: thank you, goodbye everyone</p> <p>R: you can keep us updated on your journal anyway</p> <p>P3, P4: goodbye</p> <p>[01.10.00]</p> <p>R: P1?</p> <p>P1: I agree with the strategy that we suggested; before our next meeting we can try to do something autonomously, maybe even with some of our colleagues of xxxxxx, where they have a direct contact with the public.. there is still to define our path, but that we talked about..</p> <p>R: mainly... no please finish, sorry</p>
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<p>riunione di provare un pochino autonomamente, anche un pochino magari, anche con i colleghi della struttura, xxxx laddove c'è per il contatto diretto col pubblico, un pochino da definire la strada, ma è quella detta ...</p> <p>R soprattutto ... no prego scusa finisci tu scusami</p> <p>P1: finito</p> <p>soprattutto quindi l'invito è di focalizzare sulla mia competenza in qualunque delle sfaccettature che abbiamo individuato e come sta evolvendo, perché sicuramente quando ci risentiremo non saremo come oggi, veramente, penso anche quel minimo plus lo avremo aggiunto. Vorrei che siate insomma ecco disponibili a fare questo percorso che penso che sarà un risultato soddisfacente comunque per tutti i partecipanti e forse anche da replicare perché poi possiamo estendere la cosa anche agli altri colleghi se lo vorranno, quello di farli partecipi del percorso che ha premiato noi.</p> <p>P1: ok</p> <p>P3: va bene</p> <p>R: allora grazie, grazie e grazie, e grazie ancora</p> <p>P4: grazie a te</p> <p>P3: buona giornata a tutti e buona giornata a voi</p> <p>R: grazie</p> <p>R: alla prossima</p> <p>P1, P3, P4: ciao, ciao</p> <p>Perugia, martedì 16 aprile 2016</p> <p>durata: 1h 11min 30sec</p>	<p>P1: Finished</p> <p>Mainly I encourage you to focus on competences in any of the forms that we mentioned, and how they are evolving. We will definitely be different next time we speak, I think we will have improved at least a little. I hope you are all willing to start this journey, which I think will bring good results for everyone involved. Perhaps it can be even replicated, in order to share our aims with our coworkers if they want to; they could join us on a project that has worked for us.</p> <p>P1: okay</p> <p>P3: that's fine</p> <p>R: then thank you, thank you, and thank you again</p> <p>P4: thank you</p> <p>P3: have a good day everyone</p> <p>R: thank you</p> <p>R: speak soon</p> <p>P1, P3, P4: bye, bye</p> <p>Perugia, Tuesday 16th April 2016</p> <p>Lasted: 1 h, 11min, 30 sec</p>
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<p>Focus Group n. 2 trascrizione italiana a cura del ricercatore</p> <p>Ricercatore = R</p> <p>Partecipante 1 = P1 Partecipante 2 = P2 (assente) Partecipante 3 = P3 Partecipante 4 = P4 Partecipante 5 = P5</p> <p>Biblioteca 1= L1 Biblioteca 2= L2 Biblioteca 3= L3 Biblioteca 4= L4 Biblioteca 5= L5</p> <p>xxxxx = omissioni per garantire l'anonimato dell'Partecipante</p> <p>Il focus group inizia al minuto [00:00.20] della registrazione</p> <p>P4: pronto?</p> <p>R: eccoci!</p> <p>P4: buongiorno mi sentite?</p> <p>R: noi ti sentiamo, buongiorno a te, P1?</p> <p>P1 si</p> <p>P4: anche io, tutto a posto</p> <p>R: P1, puoi alzare il volume?</p> <p>P1: eh, ci provo</p> <p>R: oppure parli dentro al microfono</p> <p>P1: meglio? un pochino?</p> <p>R: si, meglissimo. P3?</p> <p>P3: si, mi senti?</p> <p>R: Forte e chiaro, buongiorno a tutti!</p> <p>P3: buongiorno, buongiorno</p> <p>P4: buongiorno</p> <p>P5: ciao sono P5, xxxxxxx</p> <p>P4: ciao</p> <p>P3: ciao</p>	<p>Focus group no. 2 English translation courtesy by Anna Miscenà</p> <p>Researcher =R</p> <p>Participant 1 = P1 Participant 2 = P2 (absent) Participant 3 = P3 Participant 4 = P4 Participant 5 = P5</p> <p>Library 1 = L1 Library 2 = L2 Library 3 = L3 Library 4 = L4 Library 5 = L5</p> <p>xxxxx = words omitted to ensure respondent anonymity</p> <p>Focus group starts at [00:00.20] registration minute</p> <p>P4: hello?</p> <p>R: here we go!</p> <p>P4: good morning, can you hear me?</p> <p>R: we can hear you, good morning to you; P1?</p> <p>P1: yes</p> <p>P4: me too, all good</p> <p>R: P1, could you turn the volume up?</p> <p>P1: eh, I am trying</p> <p>R: or you could speak directly on the microphone</p> <p>P1: is it better? A little bit?</p> <p>R: yes, so much better. P3?</p> <p>P3: yes, can you hear me?</p> <p>R: loud and clear, good morning everyone!</p> <p>P3: good morning, good morning</p> <p>P4: good morning</p> <p>P5: hi, it's P5, xxxxxxxx</p> <p>P4: hello</p> <p>P3: hello</p> <p>R: P5, we are xxxxxxx today as well, because</p>
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<p>R: anche oggi siamo xxxxxx P5, perché xxxxxxxxxxxx, essendo xxxxxx martedì e quindi diamo avvio al nostro secondo appuntamento online. Con noi oggi non è presente P2, perché era impegnata, xxxxxxxxxxxxxxxxxxxx, per cui non sarà con noi, ma penso e spero che posso recuperare la sua testimonianza in un'altra forma ... e ... allora se avete ancora un secondo di pazienza penso di condividere lo schermo come l'altra volta in modo che prendo degli appunti man mano che parliamo e li potete seguire anche voi ...</p> <p>pausa</p> <p>R: P4, riesci a vedere lo schermo? il file di Word?</p> <p>P4: aspetta, aspetta adesso si</p> <p>R: P1, vedi lo schermo mio condiviso, il file word?</p> <p>P1: si</p> <p>R: P3? vedi il file word?</p> <p>P4: Si però aspetta, ...</p> <p>P4: però aspetta che quello aspetta che dovrò mettere... cioè me lo copre.... ecco adesso si</p> <p>R: ah, no, no, sono io, tutto quello che faccio io voi lo vedete, scusate!</p> <p>P4: ah, si, si, no, no, pensavo che ... perché c'era il tuo schermo e poi un'altra finestra aperta ... adesso vedo benissimo</p> <p>P3: ma è una pagina, si, si, ok</p> <p>R: si, sto scrivendo ora giustamente, per dare una traccia di ... troppo, poco, ok!</p> <p>R: benarrivate e bentrovate, spero che queste due settimane siano andate bene per tutti i versi, sotto tutti i profili e un pochino anche sul progetto ebook, nel quale vi ho coinvolto.</p> <p>Il senso di questo secondo incontro online è valutare se tra le iniziative, le segnalazioni, i link, le cose che ci siamo scambiati è stato possibile recuperare qualche cosa di utile per la nostra esperienza e quindi condividere questa esperienza, questa percezione di utilità.</p> <p>O anche il contrario: commenti negativi o comunque appunto di rivedere, di capire se non era il caso di fare certi passi, visitare certi siti o altro.</p> <p>Vi ricordo che come avete letto nella email ultima, di ultima convocazione, ci siamo scambiati eh ... sia la segnalazione di un appuntamento di un <i>webinar</i>, e poi è stato avviato nel frattempo il servizio xxx "Trova ebook", con le segnalazioni sia all'open access sia ai prodotti che contengono ebook che abbiamo già sottoscritti e poi soprattutto l'iscrizione a xxxxxxxxxx che è un servizio di cui , al quale possiamo accedere essendo cittadini del Comune di Perugia e dunque (abbiamo) possibilità di</p>	<p>xxxxxxxxxxxxx, since it's Tuesday... so, let's start our second online meeting. P2 is not with us today, because she is quite busy xxxxxxxxx and will not be able to join us; however, I hope that we can still hear her opinion in another form.. and ...right, if you can hold on a second I will try to share the screen like I did last time, so that I can note down things while we are speaking and you can follow them too...</p> <p>Pause</p> <p>R: P4, can you see the screen? The word document?</p> <p>P4: hold on, hold on, now I can</p> <p>R: P1, can you see the shared screen, the word document?</p> <p>P1: yes</p> <p>R: P3? Can you?</p> <p>P4: yes, but wait a second...</p> <p>P4: wait I am trying to... this is covering... right, now I can</p> <p>R: ah, no, no, it's me, you can see everything that I am doing on my computer, sorry</p> <p>P4: ah, right, no, I thought... I could see your screen and another window open on it, now it's fine</p> <p>P3: it's a page, yes, yes, okay</p> <p>R: yes, now I am typing, just to let you see.. too much, not enough.... Okay!</p> <p>R: welcome back everyone, I hope these two weeks have been good in all ways possible; both on your personal life and also on the ebook project we started together.</p> <p>The reason of this second online meeting is to establish whether we could find something useful among all the information we shared last time – and also, if we did, whether we can share our experience and how we perceive it as useful.</p> <p>Or even the other way round: negative feedback or something that you think we need to discuss again; whether we should have looked at some websites or not..</p> <p>Let me also remind you a few things that you should have received by email, the last one we sent with the convocation... first, an appointment for a <i>webinar</i>, then, in the meantime, a xxx service was also started, "find and ebook"; this can notify us about open access services and also about the products that include ebooks that we already subscribed for. Moreover, it includes the subscription for xxxxxxxxx, a service we can access as citizens of the Comune di</p>
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<p>iscriversi in quanto utenti del sistema delle biblioteche comunali. Se siete d'acc... e poi se avete tenuto il diario, se avete degli appunti, vi prego di mandarlo alla fine del nostro incontro. Allora, se qualcuno ha voglia di cominciare inizia il giro di tavolo virtuale, prego.</p> <p>pausa</p> <p>P3: R, sono P3</p> <p>R: vai</p> <p>P3 mi senti?</p> <p>R si</p> <p>P3: no, io ho fatto l'iscrizione a xxxxxx, eh ... perché ho la tesserina dell'Augusta (ndr: biblioteca comunale) e quindi con il numero di tessera, nome, eh però ancora non mi hanno risposto [00:05.00] e non mi hanno dato la password per poter usufruire del servizio, quindi sto aspettando, ma ... mhm, penso che arriverà, non so quanto, quanti giorni ci vogliono però ...</p> <p>R: non so che dirti, se è stato proprio a cavallo dei giorni di festa, perché ...</p> <p>P3: si, beh, no, veramente l'ho fatto mi sembra venerdì scorso, dopo va beh, i giorni sono pochi</p> <p>R: si</p> <p>P3: ma penso che in settimana dovrebbero, eh, no? , comunicarmi qualcosa</p> <p>R: io penso di si, penso di si</p> <p>P4: io sono P4, ancora devo fare la tesserina, mi devo iscrivere al servizio delle biblioteche comunali, quindi sono più indietro di te P3, adesso io ...</p> <p>P1: anch'io</p> <p>P3: io è da un po' che ce l'ho</p> <p>P4: io ce l'avevo quando facevo il liceo, la devo rifare, quindi adesso andrò quanto prima presso una biblioteca comunale, tanto penso che basta andare, non credo che occorra andare presso l'Augusta</p> <p>P5: no, no, nella mail che avevo mandato c'era anche il link alla pagina dove spiega come fare, infatti non c'è bisogno...</p> <p>P4: come fare</p> <p>P5: non c'è bisogno che ci andate di persona, eh</p>	<p>Perugia; we can subscribe as users of public libraries. I you all agree, and if you kept a diary like we mentioned last time, I encourage you to send it at the end of our meeting. So,if anyone wants to start our first round on this digital table, please do.</p> <p>Pause</p> <p>P3: R, it's P3</p> <p>R: go on</p> <p>P3 can you hear me?</p> <p>R: yes</p> <p>P3: just to say, I subscribes to xxxxxxxx, as user of the Biblioteca Augusta (public library); I used my library card number, my name and everything, but no one replied yet. [00:05.00]</p> <p>And I was not given the password to access the service, so I a waiting but... I don't think it will come, I don't know how long.. how many days are necessary but..</p> <p>R: I don't know what to say, maybe it was during the holidays..</p> <p>P3: well no actually I tbelieve I didi it last Friday, but well, maybe there weren't many days</p> <p>R: yes</p> <p>P3: but I think that they should..eh?.. tell me something within the week</p> <p>R: I think they will, I think they will</p> <p>P4: P4 here, I need a library card and I have to subscribe to the public library service, so I am further behind compared to you, P3, now I...</p> <p>P1: me too</p> <p>P3: I've had it for a while</p> <p>P4: I used to own one when I was in school, I probably need to ask for another one; I will go to a public library as soon as possible: I don't think it has to be specifically the Biblioteca Augusta</p> <p>P5: no, you can also find the explanation of how to obtain a card on the email I sent you...</p> <p>P4: how to do it</p>
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<p>P4: a fare la tessera? Ci vuole la fotografia</p> <p>P5: ah no, beh, eh ... per la tessera ...</p> <p>P4: io dicevo la tessera</p> <p>P5: ...si</p> <p>P4: no, e io ero partita ...</p> <p>P5: no, se no per il servizio, se avete la tessera, non c'è bisogno</p> <p>P4: no, no, no, io devo partire insomma dall'inizio</p> <p>P3: si, si, ci vuole la foto, devi portare la foto</p> <p>P4: infatti andrò lì in via 20 settembre credo no la Pennacchi, è aperta la biblioteca quella, mi pare, boh, ... adesso vedrò</p> <p>P5: quella che vuoi, una qualunque</p> <p>P4: eh, infatti, tanto come rete penso che dove vado vado, non occorre che ... ecco quindi io sono più indietro di te, quindi insomma</p> <p>P3: va beh, tanto ...</p> <p>P4: per quanto riguarda invece il servizio quello del "Trova e-book" è interessante, no quindi ci sono anche tutti i testi della xxxxxx, no?, ho provato a entrarci, mi sembra che sia una cosa interessante. Non ho avuto segnalazioni da parte degli utenti, né da parte dei docenti né da parte degli studenti, anche se la cosa era stata comunque pubblicizzata, probabilmente non lo so, cioè nessuna segnalazione, ma ecco, ci vorrà un po' di tempo, non lo so, però insomma, lo trovo una cosa interessante e utile</p> <p>P3: si, a questo proposito volevo chiedere a R una cosa: è possibile aggiungere anche per gli ebook la ricerca per categoria com'è per le riviste? o è una cosa difficile a farsi...</p> <p>R: allora, la ricerca per categorie, ci andiamo ... guarda, perché voglio che lo vediamo insieme</p> <p>pausa</p> <p>R: allora che io sappia questa è la configurazione così come è stata prevista dall'editore (del software) però la domanda che mi fai tu la possiamo rigirare e ottenere la risposta definitiva. Penso di no, penso di no, però, facciamo la ...</p> <p>P3. è fattibile?</p> <p>R: eh, penso di no, però facciamo la domanda al fornitore, chiara, aperta e diretta, perché abbiamo semplicemente chiesto che avviassero la lista A-Z, per cui</p>	<p>P5: you don't need to go there in person</p> <p>P4: to obtain a card? You need a photo</p> <p>P5: oh right wait, for the card...</p> <p>P4: I was talking about the card</p> <p>P5: ... yes</p> <p>P4: no, I was thinking</p> <p>P5: I mean for the service, if you already have the card, you don't need to go there in person.</p> <p>P4: no, I need to start from the very beginning</p> <p>P3: yes, yes you need a picture, you have to bring a photo with you</p> <p>P4: in fact, I am going to Via XX Settembre I think, the Pennacchi (library), I think that one is open, then... I don't know, we'll see</p> <p>P5: whichever you like, any library</p> <p>P4: right, I think that it does not matter where I go.. just to say I am further behind than you are</p> <p>P3: oh well, anyway</p> <p>P4: as far as the "find an ebook" service, it's interesting; so you can also find all the texts of xxxxxxxx, right? I tried to access it, I found it enthralling. I did not receive any feedback from the users, nor the students or the teachers; the service was well advertised anyway... maybe, I don't know, I got no notifications, but it will probably require time. Anyway, I found it interesting and useful.</p> <p>P3: yes, on this matter, I would like to ask R one thing: is it possible to research ebooks by category like it happens with periodicals? Or is something difficult to do..</p> <p>R: so, researching by category, we can do it... so that we look at it together</p> <p>Pause</p> <p>R: so, to my knowledge, this is how it was set up by the editor (of the software), but as far as your question is concerned, we can forward it and get a definite answer. I don't think so, I don't think we can, but let's..</p> <p>P3: is it possible?</p> <p>R: eh, I don't think so, let's ask the provider in a clear, open and direct way. So far we only asked if they had</p>
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<p>l'avranno configurata, secondo me "come è possibile", però magari fosse invece che è il "modello base" e invece possiamo avere anche delle utilità come la ricerca per categoria lo facciamo, secondo me a livello di monografia la ..., il subject, la categoria, non credo che sia così facile da scrivere da gestire però magari mi sbaglio ... sicuramente questa è una cosa di cui fare richiesta.</p> <p>P3: perché, no, lo sai perché? perché se per esempio uno vuol vedere quello che c'è in una certa categoria in un certo ambito anche open access, non avendoci titolo, così volendo fare una ricerca in questo modo potrebbe vedere quello che esiste sul mercato</p> <p>R: è certo, è pur vero che lo deve prevedere anche il sito dove è depositato il materiale per cui anche se tecnicamente Trova e-book lo potesse fare, deve comunque ricevere queste informazioni da qualcun' altro che glie la dà</p> <p>P4: un'altra piattaforma? la piattaforma da dove accede?</p> <p>R: eh, di solito, di norma il sito dell'editore dà la materia a cui associa i suoi prodotti, ... dà l'elenco delle discipline associate a ciascun prodotto, per cui se non lo dà l'editore non lo fanno loro, non fanno questa forma di indicizzazione così, a livello di materia [00:10.00] pausa</p> <p>R: però lo possiamo chiedere, come no, perché magari uno su tanti lo fa</p> <p>P3: eh, se qualcuno lo fa, può darsi che c'è qualcuno appunto tra i fornitori che lo può anche fare</p> <p>R: corretto, corretto. Va bene, io mi appunto la cosa per rigirare la domanda alla xxxxx (ditta)</p> <p>P4: ma per esempio se tu io adesso stavo guardando, se io ricerco un libro ... fra gli editori della xxxxxx, no?, sono andata su xxxxxx, ti a..., ti, ecco, nel momento in cui ti dà l'accesso al libro comunque ti introduce, cioè riesci ad entrare nella piattaforma della xxxxx e da lì puoi fare la ricerca anche per soggetto, ...</p> <p>R: sì, questo è giusto ...</p> <p>P4: capito che voglio dire?</p> <p>R: sì, sì</p> <p>P4: io almeno guardavo la xxxxx, non so gli altri editori, eh.</p> <p>R: sì, sì</p> <p>P4: Cioè, nel momento in cui, guarda, tu entra nel sito, aspetta, non vorrei dire una stupidaggine però, ... io sono andata sul fornitore xxxxx e ho cliccato vai, mi ha aperto una serie di titoli, ne ho preso uno a caso e se tu</p>	<p>an alphabetical list, so they probably arranged it as it was possible; perhaps however, the alphabetical order might be a basic option, and we could access other tools like the search by category. I think that as far as monographs... the subject, the category is not that easy to adjust, but I might be wrong... we can definitely ask about it.</p> <p>P3: because.. you know why? Because if, for instance, someone wants to have a look at what is in a specific category that is openly accessible, they could see what is available on the market.</p> <p>R: right; it's also true that even if it could find ebooks arranged by category, the website where we find the material needs to obtain this information from someone who generates an input.</p> <p>P4: another platform? How does the platform connect to it?</p> <p>R: right, usually the editor's website provides the subject linked with its products.... It shows the list of subjects linked to each product, but that has to be given by the editor; otherwise, they can't find it, they don't have this index arrangement by subject.</p> <p>[00:10.00] Pause</p> <p>R: but we can ask about it, why not, perhaps there is someone who can do it.</p> <p>P3: yes there might be someone... someone among the providers that can do it.</p> <p>R: right, right. I am writing this down so we can ask the same question to xxxxxxx (company)</p> <p>R\$: for example, I was looking, if I look for a book within the editors of xxxxx.... I went through... here we go, the website provides you access to the book, then you can log in the platform of xxxxx, and from there do a reaserch by subject...</p> <p>R: right, that is true..</p> <p>P4: understand what I mean?</p> <p>R: yes, yes</p> <p>P4: I must admit, I was going through xxxxx, I don't know about other editors</p> <p>R: yes, yes.</p>
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<p>vai appunto per esempio su xxxxxxx ti apre cioè ti riporta la piattaforma della banca dati, ti apre quel xxxxxxxxx (contenuto), mi pare, non vorrei dire stupidaggini, e lì dopo puoi fare la ricerca eventualmente, probabilmente ti permette di dare, di fare la ricerca all'interno dell'editore?</p> <p>R: beh a quel punto ...</p> <p>P4: del fornitore?</p> <p>R: a quel punto sei dentro la piattaforma</p> <p>P4: ah, eh, si</p> <p>R: per cui utilizzi le opportunità che ti dà quella piattaforma</p> <p>P4: si, si, certo a priori sarebbe meglio perché tu comunque da Trova e-book fai una scrematura da argomento e arrivi prima se no devi andare fornitore per fornitore certo</p> <p>P3: eh, quello è il problema come è per le riviste no? che è comodo</p> <p>P4: Certo</p> <p>R: Come ti dico però l'informazione per le riviste è gestita in quanto è l'editore che le fornisce normalmente</p> <p>P3: eh già, si, si</p> <p>R: le associazioni, invece è probabile che, per quanto riguarda la monografia, questa informazione non, non transiti, però non sono sicura eh, quindi questa è l'ipotesi bisognerà fare comunque la domanda per avere certezza ... sentirei P1 a questo punto, la sua prima cosa che vuol condividere ...</p> <p>P1: si ecco, il fatto del, del Trova e-book che ho segnalato con email ai docenti dei nostri due dipartimenti di competenza e come riscontro c'è stato un docente che chiedeva di una risorsa specifica di unipg che per motivi tecnici non era inserita nella ricerca</p> <p>R: quale?</p> <p>P1: del professor xxxxxxxxx la collana xxxxxxxxxxxxx ... adesso</p> <p>R: giusto, si è vero ... si, si, scusa</p> <p>P1: si si e poi ecco ... apprezzamento da alcuni docenti come buona notizia di questa opportunità in più e poi domande da utenti tipo studenti ancora non sono arrivate, quindi non so forse sarà questione di tempo che prendano anche loro confidenza e vedano un pochino e ...</p> <p>pausa</p>	<p>P4: I mean, once you, see, you log in the system.. wait I hope I am not wrong but... I looked up xxxxxx provider and clicked on enter; the system opened a series of titles, I chose a random one, let's say xxxxxx.... That will open and then send you to the main platform. From there you can access the content, I believe... Unless I am mistaking...then you can also start a research eventually. The system will probably allow you to look within the possibilities offered by the editor, right?</p> <p>R: well, then..</p> <p>P4: by the provider?</p> <p>R: then you are already on a different platform</p> <p>P4: ah, yes</p> <p>R: so you are using the tools offered by that specific platform</p> <p>P4: yes, yes; obviously it would be better if we could find an ebook without logging in every time on a different platform, one for each provider</p> <p>P3: eh, that is the main problem... like for journals right? That is useful</p> <p>P4: right</p> <p>R: As I was saying however, there are more info available on journals and periodicals, because the editor is usually asked to provide information</p> <p>P3: right, yes, yes</p> <p>P3: the problem with linking ebooks to single subjects, as far as monographs are concerned, is that this information is not always mentioned within the product; I am not entirely sure, we need to ask this question to be entirely sure... I would ask P1 at this point, if there is something to share with everyone..</p> <p>P1: yes, as far as the "find ebook" tool, I notified it with several emails to teachers working in our departments. The feedback was as follows: a teacher asked for a specific text of unipg, that he could not find on the research tool for some technical reasons</p> <p>R: which one?</p> <p>P1: professor xxxxxx... the editor he was looking for was xxxxxxxxxx... now I can't...</p> <p>R: right, sorry, go on</p>
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<p>R: arrivo, son più lenta a scrivere ... eh eh.... ok, non presenti perché in realtà non sono configurabili, in realtà ti avevamo risposto su questo</p> <p>P1: si si si</p> <p>R: il professore è stato informato su questo penso no di questa incompatibilità ..</p> <p>P1: si si</p> <p>P5: comunque usciranno eh, in stiamo studiando come farli uscire visibili ...</p> <p>R: perché questo strumento come sempre ha poi i suoi limiti, il suo limite e cioè che prevede la compatibilità con lo standard che lui usa di colloquio con gli altri ... con i contenitori diciamo, con i siti dove sono pubblicate le monografie, chiaramente se non c'è questa compatibilità la risorsa non è coperta, non si vede...</p> <p>P1: certo</p> <p>pausa</p> <p>R: però credo che questo ... quest'attivazione questo momento vi ha dato comunque, ci ha dato un pochino più di visibilità ... come bibliotecari che hanno a che fare con questo materiale e siamo stati in grado di rispondere alle prime richieste di informazioni e delucidazioni in merito, [00:15.00] nel senso d'ora in avanti sappiamo che Trova ebook può funzionare soltanto se sono eh ... sono soddisfatte le condizioni tecniche di compatibilità. ehm... ancora sul Trova ebook ci sono altri commenti altre cose che volete sottolineare?</p> <p>P3: ma, io devo preparare la lettera poi insomma per i docenti per illustrare no?, come avevamo detto xxxxxx, periodici elettronici e quindi naturalmente metterò anche questa nuova funzione del Trova ebook e ... poi insomma penso che qualcuno ... se ancora non lo sa poi insomma andrà a vedere, a ricercare qualcosa, anche se i nostri sono sempre un po' restii, no restii, nel senso che non poco interessati mi sembra ..</p> <p>R: ah</p> <p>P3: .. al tutto, ma ci proviamo</p> <p>R: ma si</p> <p>P3: per lo meno renderli insomma ... a conoscenza di, di, di quello che c'è, di quello che insomma comunque unipg offre e noi offriamo</p> <p>R: si giusto ... corretto</p> <p>P4: per quanto riguarda me io trovandomi nella facoltà di</p>	<p>P1: yes, and then... some of the professors appreciated this new possibility, but we still have no questions from users like students, so it might be a matter of time before they start using it and get some confidence with it...</p> <p>Pause</p> <p>R: I am coming, I am just writing slowly... okay, there aren't any copies of the text because it was not possible to insert them in the system just yet, but we already talked about this..</p> <p>P1: yes, yes</p> <p>R: and the professor was made aware of this inconvenience...</p> <p>R: yes</p> <p>P5: but they will be, we are just trying to understand how to make them available for users...</p> <p>R: because as always this tool has its limits: it requires that everything that we insert in it is compatible with its standards... even the websites where monographs are published; if they are not compatible, the website is not covered and won't appear in the results of our research</p> <p>P1: right</p> <p>Pause</p> <p>R: yet I believe that it's a start, the beginning of this project is already something; it made us more visible, as librarians who are trying to work with this material. We were able to answer some of the questions regarding the matter [00:15.00] And now we know that "find ebook" only works according to certain technical characteristics. Are there any more comments on this subject?</p> <p>P3: I still need to write a letter concerning this, to the teachers... so that we can show them.. right? We can tell them about electronic journals and I will definitely insert this "find ebook" function as well. I also think that it can be useful so that who is interested can start looking for texts... even if our professors are always a bit.. not really interested in changes..</p> <p>R: ah</p> <p>P3: in any case, but we will try..</p> <p>R: for sure</p> <p>P3: at least to get them... to acknowledge what the</p>
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<p>xxxxxx ex dipartimenti di xxxxxxxx probabilmente sono avvantaggiata nel senso che gli studenti, i docenti sono quasi autonomi nel girare, e utilizzare certi strumenti, ecco non ho avuto nessuna problematica, non mi hanno posto nessuna problematica e comunque ritorno a dire che anche loro, cioè il formato cartaceo, eh è richiesto. Si vede anche dalla richiesta di libri che devo acquistare, cioè no?, probabilmente ho una serie di libri in formato cartaceo da acquistare eh... andrebbe pari passo e quindi ecco eh... però ecco per quel che riguarda la, l'utilizzo di questi strumenti insomma e le informazioni di certe ... insomma, in generale sono già informati, probabilmente ne sanno ... abbastanza, ma comunque è giusto informare tutti e far vedere che il Centro Servizi Bibliotecari è in grado di offrire ogni possibile opportunità, ogni strumento all'avanguardia, quindi ogni ...</p> <p>pausa</p> <p>P4: il problema, quello che a me risulta un po' problematico poi è il fatto appunto di questo, di questi DRM che dicevamo, cioè la gestione dei diritti digitali, questa cosa qua</p> <p>R: si</p> <p>P4: sono un po' ancora ... cioè per quello che riguarda nel mio piccolo, per quello che riguarda il Document Delivery, cioè nel senso che noi a mo' ci ritroviamo a ristampare gli articoli in formato cartaceo, quindi a me è questa la cosa che mi mette un po' ... ancora non ho ben capito, non so le colleghe, cioè ... gli articoli che noi chiediamo a NILDE ovviamente stampiamo e dobbiamo consegnarli in formato cartaceo, quindi ecco qual è ... cioè come ci possiamo muovere sotto questo ambito, è questo che mi, mi lascia un pochinonon lo so</p> <p>R: eh ... ci sono</p> <p>P4: quindi parliamo dell'elettronico, dell'ebook del per carità dei periodici elettronici e tutto quanto però, comunque poi nel momento in cui dobbiamo erogare i servizi e evadere le varie richieste ci ritroviamo a dare il cartaceo</p> <p>R: eh certo</p> <p>P4 cioè questo per quanto riguarda l'articolo, dopo magari per quello che riguarda gli ebook ovviamente ci saranno anche altri strumenti come abbiamo detto, l'e-reader, ci possono essere tante altre cose per fornire ... però ecco non riesco a capire questa incongruenza come ci possiamo muovere entro i limiti delle licenze d'uso, non so cosa voi ne pensate se è una cosa, un dubbio mio, cioè non lo so ...</p> <p>P3: eh, per esempio, io a questo proposito guardavo sul sito eh... di xxxxxxxx eh ... lì appunto parla di, che nel catalogo, ci sono degli ebook, alcuni consentono un numero limitato di stampe, di copie, per esempio fino a</p>	<p>university offers, what we can offer</p> <p>R: right</p> <p>P4: as far as I am concerned, since I work in the faculty of xxxxxx and the departments of xxxxxxxx I am probably in a better position; both students and teachers are used to certain tools so I did not have any problems and they did not ask me anything in particular. But anyway I want to remark that even them.. they are required the paper format. You can tell be the reading list they are given, right? So they have a certain number of paper books to buy, the digital format could work simultaneously. In general, they are aware of digital tools and they know enough about it.. but in general, it's fair to inform everyone on the usage of such instruments. This proves that the Library Service Centre can offer different opportunities, advanced tools. So..</p> <p>Pause</p> <p>P4: the issue becomes a bit more problematic when we talk about those DRM we discussed last time..to be clear: the issue of digital copyright..</p> <p>R: yes</p> <p>P4: I am still a bit... I mean, as far as I am concerned in my field, the Document Delivery.. we are now printing digital documents in paper form, so this makes me a bit... I still don't understand, I don't know if you do. The articles we ask to NILDE, we have to deliver them in paper format, so what can we do in this sense? This leaves me a bit.. I don't know..</p> <p>R: eh... here I am</p> <p>P4: so we are talking about electronic resources, ebooks, journals... but the way our services are conceived, we are obliged to provide everything in paper format</p> <p>R: right</p>
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<p>10 pagine [00:20.00] nell'arco di 24 ore e ebook che invece non consentono nessuna operazione né di stampa né di copia quindi cioè ogni ebook bisogna considerarlo un caso a sé a seconda dell'editore che ha, perché c'è chi dà la possibilità di stampare e altri che invece limitano molto questa libertà di stampa, e questa possibilità e anche qui come dopo, se vengono acquistati, muoverci in questo settore non è mica facile.</p> <p>P4: esatto</p> <p>R: quindi un'altra competenza che andrebbe maturata, implementata è questa: individuare i limiti e comprendere che non ci sono classi entro cui raggrupparli semplici e immediate o si può fare un discorso generalizzato ...</p> <p>P3: e no assolutamente</p> <p>R: dipende da prodotto a prodotto ... e anche far capire questo limite ai singoli utenti, perché di solito l'attenzione è a breve termine, hanno bisogno di risposte immediate e forse gli prospettiamo qualcosa di più complicato di quello che si attendono, non lo so ditemi voi...</p> <p>P3: eh ... io ho chiesto a degli studenti 150 ore ... pronto, mi sentite?</p> <p>P4: si, si</p> <p>R: si, vai, vai</p> <p>P3: ah, ho chiesto se insomma se dovendo scegliere se preferissero studiare su testi cartacei oppure in formato digitale. La risposta di tutti è stata assolutamente in formato cartaceo, quindi libro cartaceo, perché comunque se stanno studiando eh ... sono abituati a sottolineare, a evidenziare e a scrivere appunti ai margini, quindi naturalmente prevale l'uso della carta ... mmm.. se per esempio dovessero acquistare così dei testi da leggere sul tablet o sul computer, magari così per proprio per la lettura fine a se stessa quindi romanzi, cioè gialli etc, allora in quel caso potrebbero anche acquistare degli ebook, però per lo studio nessuna nessun formato può sostituire il cartaceo.</p> <p>R: C'era P5 che voleva introdursi</p> <p>P5: eh ... salve, eh.. io in un pomeriggio ho provato a mostrare Trova e-book a due ragazzi 150 ore, eh ... uno un ingegnere e un informatico, eh eh, si, ho giocato facile ..., e devo dire che loro sono stati molto ... ho provato a fargli vedere sia dal lato di xxxxxx e quindi spiegandogli che quella era una ...</p> <p>P4: anche per ché lo conoscono</p> <p>P5: ...si esatto, che quella era una, ... anche perché quella</p>	<p>P4: this is mainly if we are talking about articles; for ebooks there will definitely be different tools, e-readers and so on.... But I can't understand this incoherence; how are we supposed to follow our instructions regarding licenses and still make good use of ebooks... maybe it's only a doubt I have, what do you think about it?</p> <p>P3: eh, for example, as far as this matter is concerned, I was going through xxxxxxxx website... and there, in the online catalogue, this topic is well treated; there are a limited amount of copies available in the catalogue and some only allows a few pages to be printed, let's say, only 10 pages</p> <p>[00:20.00]</p> <p>Within 24 hours; there are also some encrypted e-book that can't be neither printed nor copied, so each e-book has to be considered as a single element, depending on the editor producing it. Some editors will allow printing for their products, some other will limit this possibility; here like before it will become harder and harder to discuss this subject.</p> <p>P4: exactly</p> <p>R: so we are talking about one more competence, which should be taught and gradually improved; we should be able to state what are the limits linked to borrowing ebooks. These are often not easy to classify and it's hard to make a general assumption...</p> <p>P3: right, exactly</p> <p>R: a lot depends on the product... we should also make this clear to the users, because they usually only pay attention for the big matters and they need immediate feedback.</p> <p>Perhaps we are introducing something that is too complicated for them, I don't know, what would you say</p> <p>P3: eh... I asked 150 hours to the students... hello, can you hear me?</p> <p>P4: yes, yes</p> <p>R: yes, go on</p> <p>P3: ah, yes I asked them whether they would prefer to study on a paper or digital format... their answer was always "on paper", so a paper book, because the way they study eh... they are used to underlining, writing and noting things on the margins, so naturally they need paper... mmmm.... If they had to buy books to read digitally on a tablet or on their computer... Maybe, as an exercise that ends in itself, like reading fiction, etc... in that case, they would be ready to by an ebook; as far as studying however, they feel like nothing could take the place of paper books.</p>
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<p>è molto interessante anche per gli informatici, oltre che per ... spiegandogli che se poi lo facevano da casa poi dovevano farlo tramite VPN, sia invece dal lato delle altre risorse e in particolare gli avevo mostrato quella che ... una di quelle che avevamo detto quel giorno, vi ricordate dopo la presentazione xxxxxxx, quella Intechopen che è presente anche nella tendina, io devo dire che loro sono stati molto soddisfatti e suppongo perché era un ... si trattava di ebook sia quello che era completamente libero, da Intechopen, sia quello che veniva pagato dall'Università, da xxxxxxx, che non aveva nessuna forma di insomma di ...</p> <p>P4: limitazione</p> <p>P5: eh esatto, tipo non aveva</p> <p>P4: licenza</p> <p>P5: ecco. però loro anche se non hanno non era presente questa cosa per argomento per soggetto, poi in realtà si sono divertiti come farebbero sull'opac insomma cercando con le parole sul titolo ... però certo la mia domanda è forse è perché qui non c'è nessun DRM, non ci sono non c'è nessuno di questi problemi che un po' li scoraggerebbero ... però erano soddisfatti e anche piacevolmente sorpresi, diciamo, cioè quello che ... un'altra cosa che mi veniva da pensare anche ascoltandoci [00:25.00] era che forse questi ebook ci hanno fatto ... anche se noi teoricamente cioè sono anni che lavoriamo con i periodici elettronici, forse questi ebook, il insomma questo avvento dell'ebook ci potrebbe far riprendere in mano la faccenda delle licenze d'uso, forse potrebbe essere per noi uno stimolo per capirle meglio perché forse le abbiamo date per scontate, cioè io parlo per me, ... anche quando si parlava di periodici elettronici no? forse non potrebbe, non potrebbe essere qualcosa proprio da chiederci fra noi di poter rimettere a fuoco? Perché tanto è il punto da cui partono sia i periodici elettronici che gli ebook: la licenza d'uso, cioè questo capire che noi quando usiamo questo tipo di formato non abbiamo più una cosa che abbiamo pagato dal libraio e che teniamo in mano, abbiamo proprio un altro modo di accedere a questo contenuto, non lo, non so se mi sono spiegata ...</p> <p>R : io penso ... di si</p> <p>P4: cioè tu dici che non compri un unico libro ma compri una biblioteca virtuale tutto questo intendi</p> <p>R: no è come non so come si può spiegare bene, in realtà non non è che compro, accedo a</p> <p>P4: una biblioteca</p> <p>P5: a un servizio</p> <p>P4: virtuale</p>	<p>R: I think P5 had something to say</p> <p>P5: erh... hello... I I once tried to show the "find an ebook" tool to two students of the 150 hours course... eh.. one is an engineer, one works with IT... yes I had it easy... and I have to say that they were very.... I tried to show them both the xxxxxxx, trying to explain that it was a...</p> <p>P4: because they probably know about it</p> <p>P5: yes right, that it was a It was very interesting, especially for those who works with IT; I explained them that if they were thinking of doing it at home, they had to use a VPN; as far as the other resources are concerned, I showed them one... one of those we talked about the other day, remember, after the presentation of xxxxxxxx</p> <p>That on Intechopen that you can see on that window... I have to say that they looked quite satisfied; I suppose it was because we were talking about ebooks, completely open source; both the one coming from Intechopen and the one paid by the university, by xxxxxxxx... so there was no real....</p> <p>P4: limit</p> <p>P5: exactly, so it was not limited by any</p> <p>P4: license</p> <p>P5: right. But even if we did not discuss this topic, they had fun as they would on the opac system, finding books by title... but I was going to say that there were no DRM in this case, none of this issues that might discourage them... but they looked happy with it, and even surprised; one more thing I thought about, listening to our conversation, [00:25.00] Is that maybe these ebooks are... I mean, we have been working with digital resources for year now; yet, this ebook thing might be the starting point to take control of the licenses issue again. It might be a stimulating reason to understand licenses better, because we might have taken them for granted in the past. I mean, I am talking about my own experience here... but we had a similar issue with digital periodicals as well, right? Could it not be the chance to focus on it? It is the same problem for both digital periodicals and ebooks: the license. We need to understand that when we are handling these resources, we are not dealing with something material, that we acquired in a bookshop and we feel in our hands. It's a whole new way of accessing content, I don't know if I made myself clear enough...</p>
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<p>P5: no, penso che forse se se ci potesse, se io avessi proprio più chiaro questo, proprio anche tecnicamente, io penso e anche tutti noi ci muoveremmo anche più tranquilli, anche come spiegazioni verso gli altri, forse anche fra noi riuscire a trovare un modo per dettagliarci meglio questo non sarebbe mica male, anche per sentirci anche meno a disagio, perché comunque è .. all'inizio io non so voi che impressioni avete ma per me è un disagio perché ti trovi a parlare di cose di cui tu non hai la completa padronanza e magari speri che l'utente sia più bravo di te, ma poi tante volte questo vedo che questa cosa ...ah ah... non è vera, ecco. Anche loro hanno parecchi dubbi oppure pensano cose che non sono vere...</p> <p>P4: tu dici gli utenti...</p> <p>P5...: eh, si oppure pensano eh e ti dicono "tanto... c'è tutto online" ... e "tanto" ... insomma la solita vecchia storia...</p> <p>P4: Comunque il fatto della licenza d'uso non è una cosa che cioè ci sono dei paletti qua, cioè nel senso che comunque nel Document Delivery siamo tornati indietro, cioè probabilmente avevamo interpretato male prima, cioè nel regolamento che è uscito adesso noi dobbiamo stamparli per esempio gli articoli, non possiamo inviarli in formato elettronico ai docenti</p> <p>P5: si, si ma</p> <p>P4: quindi non è una cosa che noi possiamo cambiare oppure.</p> <p>P5: no no io dico possiamo capirle perché poi Nilde è nata da questo, Nilde è nata proprio con il problema delle licenze d'uso, anche tutto quell'archivio che fa</p> <p>P4:quindi c'è uno studio dietro</p> <p>P5: eh, si</p> <p>P4: che non possiamo far noi probabilmente, ci vuole gente competente che conosca bene che ne so l'utilizzo, non lo so, però insomma ecco, è comunque un limite, in effetti bisognerebbe eh.. un attimo interpretarlo, non lo so ma insomma</p> <p>P5: eh conoscerlo un po' meglio</p> <p>P3: no, è che fino adesso abbiamo sbagliato</p> <p>P4: abbiamo sbagliato, è questo</p> <p>P5: n, ma non è questione di dire abbiamo sbagliato abbiamo fatto bene, secondo me è proprio cercare di capire quel discorso che c'era a monte</p>	<p>R: yes, yes I think so</p> <p>P4: so you are saying that we are not buying a single book, we are buying a digital library; is that what you mean?</p> <p>R: no, I think it's more complicated; it's not a matter of buying, is <i>having access to</i></p> <p>P4: a library</p> <p>P5: more like a service</p> <p>P4: a virtual one</p> <p>P5: no, I believe that, if it was clear to me in a technical way, we could all stop worrying so much of having to explain it to others. Perhaps we need to find a way to deepen our knowledge on the matter, it would not be a bad idea, even to be less intimidated by the issue. I don't know about you, but I find hard talking about something I am not an expert in; usually I hope there is someone more expert than me, but then, sometimes, I can't find anyone... Even them, they have doubts and don't know what is true in this field..</p> <p>P4: you are talking about the users...</p> <p>P5: yes.. or sometimes they say "anyway, we can find everything online", or "anyway..." the usual</p> <p>P4: but as far as licenses are concerned, it is not something that has been clearly stated for us.</p> <p>I mean, with the Document Delivery, we made a step backwards. We probably misunderstood it in the first instance, I mean: with the new rules we are obliged to print out all the articles, we can't just send them in digital format to the teachers</p> <p>P5: yes, yes, but</p> <p>P4: so it's not something we can change, or..</p> <p>P5: no I am just saying we can try to understand them. Nilde for instance was already born with that license problem, and even the whole archive...</p> <p>P4: so there is a study behind it</p> <p>R: right</p> <p>P4: and we can't really do anything about it, we need people that understand how they function properly; this is another limit, I mean, we should consider it for a second.</p> <p>P5: yes, and try to understand it</p> <p>P3: no I mean, I just wanted to say that we were</p>
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<p>P4: non lo dovevamo fare</p> <p>P3: eh già, però abbiám fatto una cosa che non dovevamo fare</p> <p>P4: non andava fatta. Quindi questo mi pone i dubbi, nel senso che certo ... eh...</p> <p>P3: che poi, che poi, chiedendo in giro, ci sono ancora bibliotecari che continuano a far così continuano a mandare per email dopo a responsabilità loro</p> <p>R: si infatti</p> <p>P5: si si</p> <p>P4: per quel che riguarda i periodici elettronici eh, cioè averli elettronici ovviamente tu c'hai un mondo perché non è che devi poi acquistare 500 titoli, cioè</p> <p>P3: quello è più difficile</p> <p>P4: quello ... è nel senso tu c'hai la possibilità di acquistare un pacchetto e quindi c'hai tutto, consulti, vedi, fai, quello per carità</p> <p>R: certo certo certo</p> <p>P4: però per quanto riguarda l'ebook cioè dopo ce li dobbiamo porli questi problemi, nel senso, per esempio, il problema è il prestito, come fai a prestare un ebook, quindi comunque la biblioteca si dovrebbe dotare di strumenti, perché so che nelle biblioteche quelle eh... nella xxxxxxx loro c'hanno appunto gli ereader, [00:30.00] tu vai lì e probabilmente te li ... in dotazione te li danno, non so per quanto tempo tu possa ... eh... tenerli, non lo so adesso come funziona di preciso e ovviamente in quel caso tu c'avresti un'intera biblioteca no, potresti, però ecco, noi come possiamo fare, cioè come come facciamo a utilizz... cioè come li utilizzano se li volessero prendere in prestito, cioè anche questo non è ... non lo so</p> <p>R: Non si intuisce subito, ma penso che una delle iniziative che era il webinar di cui abbiamo dato notizia era anche utile per questo, non se qualcuna di voi l'ha seguito e se ce ne vuol parlare</p> <p>P4: questo io non ...</p> <p>P3: no, no, neanche io ...</p> <p>R: P1 eri stata ...</p> <p>P1: ma quello di xxxxxxx?</p> <p>R: si</p>	<p>wrong up until the present day</p> <p>P4: yes we were wrong</p> <p>P5: but it's not just to state our mistakes, its just to try and understand the reasons behind it</p> <p>P4: we shouldn't have..</p> <p>P3: right, we tried to do something that we should not have attempted it in the first place</p> <p>P4: we should not have tried. So this brings up some doubts, I mean...</p> <p>P3: and then.. and then...and then if you think about it, there are still librarians that keep doing like they are used to, they just take the responsibility on themselves.</p> <p>R: right</p> <p>P5: yes, yes</p> <p>P4: as far as periodicals are concerned, having digital journals brings up a whole new series of issue. I mean, you can't just buy 500 titles...</p> <p>P3: that is more complicated</p> <p>P4: you mean, you are entitled to buy a package, so you have everything available, for consultation and such...</p> <p>R: sure, sure</p> <p>P4: as far as the ebooks are concerned however, we should really bring up these issues. The main one is borrowing; how can users borrow an ebook? The library should provide some tools, like in xxxxxxx libraries, they have ereaders [00:30.00] Every time you go there, they give you an ereader – I don't know how long for – and in that case, you can access a whole library. I mean, how do they use the ereader service if they still need to borrow a physical.. I don't know</p> <p>R: it's not very intuitive, but I feel like this is also one of the aims of the webinar we promoted; I don't know if anyone here followed those sessions and wants to talk about it</p> <p>P4: I really can't..</p> <p>P3: no, no me neither</p> <p>R: P1, were you there?</p> <p>P1: but the xxxxxxx one?</p>
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<p>P1: io l'ho seguito e diciamo che era molto generale, panoramico, forse il fatto di associarsi ad una piattaforma ci risolve il problema tecnico del prestito nel senso che accedendo alla piattaforma l'utente si regola ... eh... scaricandolo lì, il testo, anche su un dispositivo suo personale, cioè diventa un rapporto utente-piattaforma ..eh.. poi certo la biblioteca o il fornitore della piattaforma stabilisce dei limiti che sia il pacchetto acquistato, il singolo ebook però poi l'utente è un pochino più libero nel gestirsi cioè anche senza bisogno dell'e-reader, da quello che ho potuto capire ... poi anche da quella documentazione che avevamo segnalato l'altra volta che tramite R ci ha mandato i link sull'ebook in biblioteca, quelle risorse libere di approfondimento,</p> <p>R: mhmhm</p> <p>P1: io un pochino ho guardato, anche quelle aiutano anche il nostro, il nostro lato di comprensione della faccenda perché va anche nel tecnico, cioè spiega le modalità di consultazione, io personalmente devo finire ancora di approfondirle, quei dati, però ecco le dimostrazioni queste dei ... diciamo dei fornitori commerciali aiutano nel senso che magari fanno anche degli esempi pratici sul momento lì uno segue un pochino meglio e ecco</p> <p>R: di queste</p> <p>P1: a livello pratico ... scusa</p> <p>R: vai vai</p> <p>P1: ho interrotto, e poi alla fine della formazione nostra ci resta il problema tecnico di quello che unipg, csb, vogliono attivare.</p> <p>P4: esatto</p> <p>P1: nel senso che al momento che o dopo la gara delle monografie o a fianco di quella se c'è un una scelta proprio a monte di attivare un servizio o un altro ... eh...poi dovrebbe essere cura del... io dico CSB in generale, ma chi per esso, di dare delle informazioni strutturate ai bibliotecari su quel servizio che si attiva. Oppure anche noi dire agli utenti: "ah, siete interessati agli ebook si? no? " però nel momento in cui loro ci dicessero sì, eh, noi rispondiamo per adesso in maniera generica perché ... proprio a livello tecnico non sappiamo che decisioni verranno prese su questa strada...</p> <p>R: certo ... ma diciamo che anche questo ... percorso che ci siamo un po' eh... messi in cammino per fare, è funzionale anche proprio a questo cioè a dare strumenti tecnici ai nostri decisori perché possano ... prendere delle decisioni motivandole,</p> <p>P1: certo</p> <p>R: legandole al contesto. Se siamo in grado di, no?,</p>	<p>R: yes</p> <p>P1: I followed it and let's say, it as very general, a broad approach; I think the outcome in this case was to work with platform that solves these technical issues; a user accesses the platform and then downloads the content from there, even on a personal device... I mean, it becomes a user-platform issue; the library is then responsible of dealing with the provider and establishing the limits of the packet acquired. In this way, users are a bit more independent in handling the content, even without ereaders. Then we also discussed those documents we mentioned last time, when R sent us the links on library ebooks... those kind of resources</p> <p>R: mhhmm</p> <p>P1: I had a look at it, those are also useful in order to really understand the matter, especially in a technical way. It shows how consultation works, which is something I personally still need to get confident on. These demonstrative sessions are important I believe, promoted by the providers. They usually make really practical examples, which are easier to follow.</p> <p>R: than these sessions..</p> <p>P1: on a practical level... sorry</p> <p>R: go on, go on</p> <p>P1: I interrupted you; and then, at the end of our educational sessions, we need to solve other technical issues: what the university csb want to invest on</p> <p>P4: right</p> <p>P1: I mean that after the contract with eventual monographs' providers... we should make a choice on whether to activate a service rather than another. This decision should be taken by the CSB, or whoever in its behalf. They should inform all the librarians regarding the services they want to activate. Or we could also ask users "are you interested in ebooks?". However, if they say yes... we can only give a general feedback, we don't know what kind of decisions have to be taken in this sense..</p> <p>R: sure.. but this project that we started is also aiming to understand this, to give us the technical knowledge necessary to take decisions, and provide reason for them.</p> <p>P1: sure</p> <p>R: linking them to the context. If we are able to understand the context we work in, to understand what the market has to offer.. at that point we can answer users' needs in a more informative way... we</p>
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<p>captare questi segnali, queste richieste, capire che cosa tra quello (che) è offerto sul mercato ci può meglio, può meglio incontrare e rispondere a questi bisogni informativi degli utenti ... eh ... ovviamente diamo uno strumento in più ...</p> <p>P1: certo</p> <p>R: altrimenti rischiamo che appunto la parte decisionale non ha un riscontro, comunque, una base di informazioni sufficienti e si decide con quello che si sa, cioè quello che è in gara, quello che ... viene proposto spontaneamente dagli editori, come nel caso degli ebook xxxxxx e della possibilità di sottoscriverne a singolo titolo [00:35.00] in quanto sottoscrittori di un contratto per l'accesso ai periodici elettronici. Su questo ... ahm ... avete avuto magari segnalazioni, richieste di qualcuno se interessato a... ahm ... a vederli , avete chies..., avete avuto un feedback, qualcuno vi ha mai chiesto se sono stati attivati, vi ha chiesto conto di a che punto è la ...</p> <p>P1: allora, io sì, i colleghi della xxxxxxxx e xxxxxx il front office, al momento non, non ci sono richieste specifiche ... in questo senso</p> <p>P4: neanche qui a xxxxxxxx</p> <p>P3: Allora R, io volevo fare un, un esempio pratico no? mi è arrivata per email la pubblicità dell'uscita di un, un nuovo codice degli appalti, che è stata riformata la legislazione ora, normativa, e lì la pubblicità è per ... l'uscita di un ebook a 8 euro e 90 della xxxxxxxx. Allora se per esempio, no?, in futuro la biblioteca, la mia biblioteca decidesse di acquistare, come ... eh.. con fondi propri questo ebook, questo codice, poi ...eh... dovrebbe appunto metterlo a disposizione degli utenti</p> <p>R: degli utenti</p> <p>P4: certo</p> <p>P3: però:eh... ecco ... innanzitutto su che piattaforma se lo possono visionare, sul computer, da casa, lo possono prendere in prestito oppure sul proprio tablet, per quanto tempo, possono per quante copie possono stampare, cioè le cose sono tante da vedere, il costo è minimo, perché 8 euro e 90, cioè in questo caso è un costo minimo, però dietro c'è un lavoro enorme perché sono tante le incognite, le var... le cose poi da ...eh... prevedere e vedere, da decidere.</p> <p>R: esatto, soprattutto</p> <p>P4: no ...</p> <p>R: scusa, riassumendo, appurare cosa è compreso nel costo che ti viene offerto, che è, di fatto è l'editore che...</p>	<p>can give them more tools to work with..</p> <p>P1: sure</p> <p>R: otherwise, it would be hard to invest in the project... who makes decisions in this case is not informed enough, and will choose according to what is told them, for example by editors. With the ebook service provided by xxxxxxxx, users are given the possibility of subscribing to a single issue, as they are entitled to access electronic journals as per contract.</p> <p>Did you receive any... ehm..request as far as this is concerned, was anyone interested in... looking at them? Did you get any feedback, was anyone interested in their activation or..</p> <p>P1: well, I got some feedback from the colleagues of xxxxxxxxxx and xxxxxxxx that work at the front office.. there are no particular requests at the moment</p> <p>P4: not any here at xxxxxxxxxxxx</p> <p>P3: so, R, I was going to make a practical example, right? I got an email with the advert on a new public contracts law, now that the law has changed; I also saw an advert for an ebook, priced 8.90 euros and produced by xxxxxxxxx. Let's say that my library decided to buy, with our funds, this specific ebook; its code would then need to be available for users</p> <p>R: for all the users</p> <p>P4: right</p> <p>P3: but... see.. on what kind of platform could they see it? On their computer, from home, or on their tablet... for how long can they read the book, and how many copies of it do they have available? There are many aspects to keep into account; 8 euros is a cheap price, but a lot of work is involved in creating the service. There are loads of various things to bear in mind and many decisions to take.</p> <p>Right, especially</p> <p>P4: no...</p> <p>R: I'm sorry, jut to sum up; we need to verify what is included in that price. Is that the editor who..</p> <p>P3: well, first of all</p> <p>R: who sets up the product? Or job is to understand whether and how that product is subjected to any licenses, if its compatible with a library like ours..</p> <p>P3: or like ours</p> <p>R: that is investing public money</p>
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<p>P3: innanzitutto</p> <p>R: ...ti confeziona questo prodotto e la competenza nostra è quella di capire se è una licenza, una fruizione adatta a un ente come il nostro, la biblioteca</p> <p>P3: o come il nostro</p> <p>R: che spende denaro pubblico</p> <p>P3: ecco eh che poi tu acquisti questo ebook, lo acquisti per sempre, oppure l'acquisti per un periodo, per un anno, per qualche giorno, cioè lo puoi prestare, non lo puoi prestare, cioè non so se è capito quello che voglio dire</p> <p>P4: c'è il problema del prestito digitale, no?</p> <p>P3: eh, ci sono tanti problemi dietro</p> <p>P4: perché non è tanto il fatto di acquistare ebook tramite una piattaforma che potrebbe essere appunto come quella come</p> <p>P3: che è diversa</p> <p>P4: come quella di periodici elettronici, che è diversa, tanto più che nella piattaforma poi non trovi tutto quello che ti serve, se tu aderisci agli ebook poi giustamente come dice P3 puoi avere la possibilità o le richieste di comperare anche altri libri che sono tipo monografie però in formato elettronico</p> <p>P3: sono libri singoli</p> <p>P4: che magari ... singoli esattamente ... in quel caso come tu li presti, cioè il problema del prestito digitale non è, cioè perché ... nel senso come li fai consultare, ci vuole dietro proprio tutta un'organizzazione, una strumentazione ... come pure per esempio anche comunque aderendo nelle piattaforme tu compri un pacchetto di libri o qualcosa eventualmente se tu ogni anno volessi ampliare tutto quanto devi credo al là del contratto che fai prevedere e poi spendere di più quindi è tutta una questione probabilmente economica cioè bisogna vedere poi qual è il risparmio quale ...non lo so</p> <p>R: beh, sulla piatta ...</p> <p>P3: no, no,</p> <p>R: sulla piattaforma, darebbe</p> <p>P3: mmm</p> <p>R:sulla piattaforma forse ci dà ancora qualche contributo P1, perché ... penso che le agevolazioni lo abbiamo capito che l'utente è agevolato nell'utilizzarla</p>	<p>P3: right; it is not even clear whether ebooks are acquired for a set period of time or not; if they can be borrowed or no, I am not sure if you see my point.</p> <p>P4: he main issue, borrowing a digital book, right?</p> <p>P3; there are many issues involved</p> <p>P4: it's not just buying ebooks though a platform, which by the way could be</p> <p>R: which could be different</p> <p>P4: could be like the one we have for periodicals; especially if a platform is not meant to work for the whole system; Like P3 said, if you decide to set up an ebook service, you want the possibility of acquiring several types of books in a digital format</p> <p>P3: and those would be single books rather than a package</p> <p>P4: exactly, single books.... In that case, as soon and you make them available for borrowing....you need to right instruments, a well-organized system. Even subscribing to certain platforms and buying only set packages of ebooks; if you want to improve the service and provide more titles the following year, you need to be able to make a plan; economically speaking, I don't know how much we could spend on a... I don't know</p> <p>R: well, on the platform..</p> <p>P3: no, no</p> <p>R: on the platform...</p> <p>P3: mmmm</p> <p>R: on the platform P1 could perhaps say something more... because... I think we all understand that users find a lot of advantages in using one</p> <p>P4: but I can't find everything I need on the platform, let's say the one provided by xxxxxxxx; if you believe that an ebook should be bought and used, a single text I mean, how can you borrow it or even consult it..</p> <p>P3: yes, but..</p> <p>P4: any kind of monograph</p> <p>P3: I mean... there is no other... no other way to..</p>
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<p>P4: però non ci trovo tutto quello che io ne ho bisogno, per esempio questo qui della xxxxxxxx probabilmente non c'è, quindi se magari uno ritiene che debba essere comprato, utilizzato in quel caso è il libro singolo e come fai tu a farlo consultarlo a darlo in prestito, al di là che è un codice che non si dà in prestito, però potrebbe essere ...</p> <p>P3: si, però</p> <p>P4: qualsiasi tipo di monografia</p> <p>P3: va beh, non hanno un altro ecco un altro, altra ... modo</p> <p>P4: cioè per dire se uno risparmia ma poi li tiene che non li puoi fare.... cioè non serve....allora non non è risparmio</p> <p>P3: non serve a niente</p> <p>R: giusto</p> <p>R: sentiamo, sentiamo P1 sull'affare della selezione,</p> <p>[00:40.00]</p> <p>P4: se magari</p> <p>R: se durante il <i>webinar</i> magari ha fatto ...!...</p> <p>P4: eh, sul prestito digitale di che cosa hanno parlato, del <i>digital lending</i> ... se ne hanno parlato, se hanno oppure se hanno parlato direttamente di questa piattaforma cioè non so</p> <p>P1: ehm... praticamente il <i>digital lending</i> è regolato caso per caso, nel senso che la biblioteca sottoscrive l'accesso o a un titolo singolo o a un gruppo di titoli scelti singolarmente ma facenti parte di un pacchetto personalizzato o di quelli prestabiliti, però sceglie caso per caso ad esempio la consultazione per un utente, o per 3 utenti simultaneamente oppure c'è anche la facoltà di un numero di accessi all'anno, diciamo circa 300 accessi all'anno indipendentemente da quanti utenti simultaneamente ... ehm ... si connettono. Poi la ... la parola ultima è (del)la biblioteca, anche perché il costo varia a seconda ovviamente dell'offerta e quindi diventa ... ehm... ancora più eh</p> <p>R: più articolato</p> <p>P1: più importante che la biblioteca adotti una politica che sia ovviamente comune a livello di biblioteca di ateneo</p> <p>P4: di Centro Servizi</p> <p>P1: di Centro Servizi. ... Tra le offerte della piattaforma illustrate c'era anche una sorta di <i>preview</i> gratuita di 5 minuti, cioè l'utente singolarmente va lì, vede se il libro è</p>	<p>P4: I mean, if we save money on digital texts that are cheaper than the physical copies, but then you can't make them available... that is not really saving money, is it</p> <p>P3: No, it's really of no use</p> <p>R: right</p> <p>R: let's hear, let's hear from P1 on selecting textbooks</p> <p>[00:40.00]</p> <p>P4: if maybe..</p> <p>R: if during the <i>webinar</i> there was any..</p> <p>P4: what did they say about <i>digital lending</i>? Did they talk about it, or did they discuss platforms more, I don't know</p> <p>P1: well.. the <i>digital lending</i> should be regulated differently for each single case; the library subscribes to obtain he access to a title or a group of titles; books can be selected according to a personalized plan previously approved. Every time the book is requested, there is the possibility to select a lending option for, let's say, one user rather than three at the same time; we can also select a number of access times per year, let's say 300... which is not depending on how many users are logged into the system. The library is the main responsible for this service, especially because the cost changes according to the offer so it's more..ehm..</p> <p>R: it's more complicated</p> <p>P1: it is also important that the library adopts a single policy, that is common to the whole athenaeum.</p> <p>P4: within the Service Centre</p> <p>P1: within the Service Centre.</p> <p>Among the services offered by the platform, there was also a sort of <i>preview</i> of five minutes. Users can access it by themselves, look at the book and see if it</p>
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<p>di suo interesse, passati 5 minuti, se l'utente è interessato attiva una segnalazione alla biblioteca e la biblioteca decide al momento eh di acquistare fra virgolette ... l'ebook o in forma permanente o ad esempio per 15 giorni per prestare all'utente eh, cioè diciamo il servizio prestito costa meno rispetto all'acquisto definitivo però è limitato nel tempo, quindi, certo sono tante sfumature</p> <p>R: si</p> <p>P1: quando poi si va all'atto pratico a definire la tipologia di accesso</p> <p>P4: quindi comunque dietro ci deve essere tutta un'organizzazione che valuti queste cose ... al momento? forse non so</p> <p>R: eh, ovviamente si</p> <p>P1: sì, nel senso delle linee generali che magari il CSB stabilisce un budget minimo e poi la biblioteca magari si regola in autonomia per esempio se durante l'anno segnalano 10 ebook diversi di interesse e poi magari arriva l'undicesimo fuori budget</p> <p>P4: eh, già quindi</p> <p>P1: è un problema anche quello</p> <p>R: ascolta,</p> <p>P1: io escluderei a priori questa possibilità o gestirla un pochino ehm.. a monte diciamo</p> <p>R: a questo proposito, anzi facendo un passo leggermente precedente, ehm, finisco (di scrivere) la frase, qui, ecco, per quanto riguarda la selezione durante il webinar è stata fatta menzione di come si ... qual è la politica del fornitore in particolare rispetto alla segnalazione all'offerta di contenuti?</p> <p>P1: non sono entrati nel dettaglio, nel senso che hanno ... hanno detto che ... al momento del diciamo della definizione del rapporto fra fornitore e biblioteca ...eh... viene valutato ... il modo, il modo di ... diciamo di, come si dice, di fornitura più specifico per la biblioteca, cioè ... o la biblioteca accetta delle liste precompilate, o magari c'è un periodo di tempo in cui la biblioteca si crea una sua lista di titoli di interesse, tramite la ricerca interna e poi questa lista viene attivata diciamo.</p> <p>R: ho capito</p> <p>R: sempre che non si decida direttamente per l'opzione attivazione su interesse del singolo che accede alla piattaforma, poi non so se c'è un costo di mantenimento fisso del tipo annuale, questo non ... non l'ho focalizzato non so se per ... insomma</p> <p>[00:45.00]</p>	<p>is of any interest; after five minutes the user can notify the library that he or she is interested in the text... and then the library can choose whether to acquire it or not; permanently or only for 15 days, and so on. The shorter the service, the cheaper: of course it is more limited, so there is more to consider.</p> <p>R: yes</p> <p>P1: when we are talking about the practical act of borrowing, the access has also to be defined.</p> <p>P4: anyhow, there should be an organized team behind, to consider all of this when a user makes a request? I don't know</p> <p>R: right, obviously</p> <p>P1: in a more general sense, the CSB could establish a minimum budget, and then the library could decide... let's say, to buy 10 books of different kind throughout the year, and stop at the 11th when it's out of budget.</p> <p>P4: right, so</p> <p>P1: that is also an issue</p> <p>R: listen.</p> <p>P1: I would forget this possibility, or handle it in a different way let's say</p> <p>R: by the way, let's take a small step backwards, ehm, let me finish (to type) here... there we go. As far as the selection of texts is concerned, we mentioned something at the webinar... how do you call it... the provider's policy regarding the content offer?</p> <p>P1. They really did not explain it in great detail.. let's say that they... they gave a brief definition of the relationship between provider and library...libraries only consider very specific orders, accepting predefined lists of texts... or sometimes they are able to generate a list of texts they are interested in, which is then accepted by the provider and activated.</p> <p>R: I see</p> <p>P1: Unless we are opting for what we just discuss; single texts requested directly by the user who is accessing the platform. I don't know whether this means a higher maintenance cost, it's not very clear for me yet</p> <p>[00:45.00]</p> <p>P1: perhaps it's not yet very clear to me because... it was not really discussed, just mentioned within a general overview...</p>
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<p>P1: forse non l'ho focalizzato perché ... non l'ho focalizzato io o forse perché non è stato .. detto nello specifico perché ecco una panoramica ...</p> <p>R: la tua impressione allora sulla selezione che il fornitore opera non più soltanto a livello della singola biblioteca, cioè quello che dà a noi l'opportunità di selezionare, ma cosa selezionano loro, cioè che cosa offrono, che cosa ... dove prevale la loro offerta, diciamo così, come si sono mossi nel selezionare i contenuti, c'è stato questo, c'è stata una menzione di questo oppure diciamo che vorrebbero che ...</p> <p>P1: diciamo che genericamente, cioè loro dicono c'è il pacchetto mirato sul soggetto diciamo tecnologico, sul soggetto medico, sul soggetto umanistico</p> <p>P4: punto</p> <p>P1: e poi, sì, le varie personalizzazioni eh... sono in seguito se uno non è soddisfatto di quei pacchetti magari fa un tipo di ... di ricerca a livello di biblioteca e magari non so penso io magari su... anche su segnalazione dei docenti, magari se c'è una disciplina più ... un docente di una determinata disciplina più interessato all'open access magari anche il docente dà degli input alla biblioteca dando delle parole chiave, dei filtri specifici e lì il pacchetto è più a misura, lì nel caso del docente ... però ecco un territorio ancora un pochino accidentato</p> <p>R: da esplorare</p> <p>P1: eh sì, per me sì</p> <p>R: è stata fatta menzione, magari del fatto che potrebbero essere gestite richieste di materiale che non è temp... attualmente ad un certo momento nella piattaforma ma potrebbe essere inserito in forza della richiesta di qualche specifica biblioteca ...</p> <p>P1: no, questo no</p> <p>R: o utenza?</p> <p>P1: no, questa è una possibilità che non hanno illustrato...</p> <p>R: per tornare invece al discorso della fruizione ovviamente la <i>range</i> è molto ampio come abbiamo detto e ricordo invece che per quanto riguarda i titoli xxxxxx, una volta attivati, non ci sarà limite né nel tempo né nella rete, nello spazio, né nel numero di accessi per utente, sia riguardo alla simultaneità e sia riguardo la utenza nel tempo, quindi tutti i limiti che avevamo ora ascoltato riguardo l'accesso di un contenuto in una piattaforma nel caso di xxxxxx non ci saranno, nemmeno DRM e quant'altro ... quindi ... non so ...ehm... forse questa sembra una buona strada da percorrere per dare contenuti nella massima ampiezza possibile di fruizione e senza dover stare a spiegare tutte le difficoltà, così a me</p>	<p>R: what is your impression on the selection operated by the provider then? I don't mean the texts selected by the library, rather the list suggested by the provider: what do they offer, what kind of subjects tend to be most popular? How do they select the content?</p> <p>P1: let's say that they tend to select specific packages; one for the IT subjects, one for medicine, one for humanities</p> <p>P4: and that's it.</p> <p>P1: and then, they allow different personal choices..</p> <p>Let's say one is not satisfied with the package provided; they can conduct a research within the library – perhaps involving the teachers who are most interested to open access resources – and then work with the professors: together they can insert more specific filters in the system and make the package more.... But you see, it is a difficult field</p> <p>R: that needs to be explored</p> <p>P1: yes, I believe so</p> <p>R: I wonder if this was mentioned: the possibility of inserting new texts, not included in the original selection, if the library agrees on acquiring them</p> <p>P1: not really, no</p> <p>R: what if the users request..?</p> <p>P1: no, this was not specified</p> <p>R: as far as the functionalities are concerned, there is a wide variety of possibilities; I also remind you that xxxxxxxx texts, once they are activated, are not limited in their usage; there is no deadline nor limit on the devices employable. Nor there will be limits on the DRM, like the ones we just talked about. This option seems to me the best one to discuss and give everyone an idea of the contents, without having to always remind ourselves of the limits involved. What do you think? I would like to hear your opinion... of course, if the texts we are talking about are not part of this xxxxxxxx group...</p>
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<p>sembra però vorrei una vostra un vostro feedback, perché chiaramente se il titolo non è xxxxxx o non è xxxxxx o non è</p> <p>P4: eh già, eh non</p> <p>P3: beh però</p> <p>P4: è limitato a quegli editori</p> <p>P3: intanto uno può partire da questo, vedere, fare un po' di no?, vedere nel corso dei mesi futuri se vengono consultati e poi .. eventualmente cambiare anche no? politica di acquisto, non lo so... perché se poi, cioè se tutto, diciamo se prevale l'acquisto dei pacchetti poi non ... per l'acquisto di testi di ebook singoli ... penso che a parte non ci sono neanche le ... eh... non ci sono neanche i fondi ...e poi non lo so, forse è una ... una politica diversa, ... no?...</p> <p>P4: Tanto per esempio questi della xxxxxx, no? quindi credo che ci siano anche quelli che ci avevi richiesto come titoli, ... R?</p> <p>R: si, si mi riferisco a quelli</p> <p>P4: eh, infatti eh quelli lì noi come catalogatori potremmo anche inserire una informazione sul record bibliografico, sentire anche xxxxx (una collega) per dire che di quel libro noi abbiamo anche il formato ... elettronico, cioè per vedere appunto [00:50.00] al di là dell'informazione che noi possiamo mandare per email ma per darla all'utente esterno per vedere se c'è un riscontro nell'andarli a consultare, tu che dici ... potrebbe essere ... e vediamo... no? là dove ...</p> <p>R: quindi tu che dici là dove esiste anche già il cartaceo?</p> <p>P4: cartaceo, si,</p> <p>R: ok</p> <p>P4: perché ce ne sono alcuni che mi sa che già c'era del cartaceo</p> <p>R: si</p> <p>P4: come pure ti ricordi che abbiamo visto l'altra volta ... cioè no le raga ... le colleghe no ma io e te (R) parlavamo di quei libri che io ho in formato cartaceo con il codice di accesso remoto e quando acquistiamo dei libri in formato cartaceo io ho alcuni volumi,alcuni sono anche dei manuali dove nel frontespizio c'è un codice ... che ti permette di accedere al formato elettronico in, con, insomma, ad accesso remoto quindi l'utente può consultarlo, però dopo avevamo visto insieme i vari vincoli no?, cioè c'è alcuni che bisogna registrarsi, entro 12 mesi e poi comunque c'è la scadenza di un anno per altri, però ecco l'informazione sull'OPAC ce l'abbiamo messa. Si potrebbe intanto ecco informare anche gli</p>	<p>P4: eh, right, if it is not...</p> <p>P3: well but</p> <p>P4: this only applies to a few editors.</p> <p>P3: but we can still start from this, can't we? Just to organize our thoughts. We can see how often such textbooks are requested in a month... and then, eventually, change them, I don't know. Because we might also see that the packages are more popular than the single texts... and then... there also not enough funds, so we might as well test the policy on something that already works.</p> <p>P4: I mean, for instance, these xxxxxxxx... they are the ones you requested, aren't they R?</p> <p>R: yes, yes, those are the ones I am talking about</p> <p>P4: right; us, who catalogue the texts, could also insert a bibliographic record in the system. We can ask our colleague xxxxx, and notify him that we hold the digital format of certain books.... Just to see [00:50.00] Whether there is a feedback in the consultation, what do you think?</p> <p>R: so you are talking about books of which we already have the paper format?</p> <p>P4: indeed</p> <p>R: okay</p> <p>P4: because there are some titles that we already hold in paper</p> <p>R: yes</p> <p>P4: like we saw last time... I mean, not everyone, but me and you (R) we were talking about some books in paper format that we hold in the library. Those have a code on the front page that allow limited access to digital resources. Users can obviously visualize the content, but there are limitation, right? T depends on the code; some require a registration and only provide access for 12 months. Most of them include a one year deadline anyway... but we shared this information on the OPAC. We could already inform users, so that, as P3 pointed out, we can start monitoring the request, right? We could see how many downloads there are, what are the most popular titles and so on, to gather more information</p>
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<p>utenti per far si che come dice P3 se ne possa controllare l'uso, no? vedere quanti download ci sono, quanta, quanta gente poi effettivamente di questi per dare più, maggiore, più informazione</p> <p>R: giusto, tieni presente che ...</p> <p>P4: io</p> <p>R: che i titoli xxxxxx sono configurabili in un servizio come il Trova e-book di xxxxxx,</p> <p>P4: si, quindi sono solo per gli utenti ... strutturati diciamo... però va beh...</p> <p>R: no, no per dire che la segnalazione passa anche da quel canale come abbiamo diciamo in parallelo, come un periodico elettronico... si potrebbe però segnalare sulla scheda catalografica anche in una forma ... generale</p> <p>P4: si eh.. magari control... io magari controllo i miei, adesso vedo se c'è qualcosa</p> <p>P4: qualcuno ce n'era insomma che ce l'avevo il formato cartaceo</p> <p>R: anche con una citazione di una nota generica, senza magari doverla poi mantenere con il link, ma dire cerca su</p> <p>P4: si certo</p> <p>R: cerca su Trova ebook</p> <p>P4: come facevamo all'inizio con le risorse elettroniche, ti ricordi?</p> <p>R: si, si</p> <p>P4: cioè di non fare il collegamento perché dopo comunque andrebbe fatto</p> <p>R: esatto, esatto</p> <p>P4: si si ho capito</p> <p>R: beh, questa poi è un' indicazione che possiamo ... già condividere con gli altri colleghi, per metterla un po' "sul piatto" della gestione di, di questi titoli perché comunque stanno arrivando, per cui è bene preparare un iter anche di queste informazioni</p> <p>pausa</p> <p>P5: eh ... sono P5 eh... io ... sono d'accordo ... molto su quello che state dicendo, adesso stavo pensando proprio praticamente che forse questo collegamento con la copia ... digitale sarebbe meglio ... metterlo sulla copia oppure anche nella copia, ricordandoci che l'utente difficilmente apre ... il record con le indicazioni bibliografiche</p>	<p>R: right; keep in mind that...</p> <p>P4: me</p> <p>R: that xxxxxx titles can be set up in a "find my ebook" service, like the one they have at xxxxxxx</p> <p>P4: right, so they are only for... prepared users let's say... but still</p> <p>R: no I am just saying that they were already advertised on that channel, like electronic journals... but we could also catalogue them and insert them in the general system.</p> <p>P4: right, maybe I could... I could check mine now, and check whether I can find some in paper format as well as digital..</p> <p>R: even just quoting them or making a general note, without incorporating the link.... Just so that it can be found on the system</p> <p>P4: sure</p> <p>R: try and look for it on "find my ebook"</p> <p>P4: like we used to do for electronic resources, remember?</p> <p>R: yes, yes</p> <p>P4: I mean, not linking them, even though that has to be done at a certain point</p> <p>R: right</p> <p>P4: yes, yes I get it</p> <p>R: well this is something we can share with our colleagues; these titles are coming along, so it might be a good idea to start preparing a strategy</p> <p>Pause</p> <p>P5: ehm... P5 here... I... I agree on most of what you said, and I was just thinking that maybe... it would be better to include this link with the digital copy within the record of the copy itself rather than its paper equivalent.. we have to remember that users rarely open bibliography records</p> <p>P3: mhmm</p> <p>P5: you see what I mean? We could also include it in both records, but I think the digital copy is the better option... I don't know if you agree</p>
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<p>P3: mhm mhm ...</p> <p>P5: capito cosa voglio dire, o metterlo da tutte le due parti o se si deve scegliere secondo me solo sulla copia, ... non so se siete d'accordo</p> <p>P4: beh sul record bibliografico ci deve essere perché comunque è un discorso di formato .</p> <p>P5: eh, allora ... però, ... io direi anche nella copia, perché ...</p> <p>P4.... poi comunque si puo mettere anche nella copia</p> <p>P5: eh...</p> <p>P4: bisognerebbe mettere entrambi,</p> <p>P5: si, si,</p> <p>P4: perché nel formato elettronico</p> <p>P5: no, no, diciamo che io volevo sottolineare la copia, non eliminarlo</p> <p>P4: no, perché noi c'abbiamo problemi a ... ancora a catalogare nel senso che ... eh ... le risorse elettroniche, cioè noi ci siamo fermati, no? ti dico, cioè, c'abbiamo le bozze e tutto quanto però insomma non abbiamo mai definito no? anche per quel che riguarda la catalogazione il formato elettronico ci sono un po' sbaglio? ci sono un po' ..</p> <p>P3: no, no, è vero ...</p> <p>P4: cioè siamo rimasti un po' no? sbaglio? adesso non so se è un limite mio, aiutate, mi dite, però voi come...</p> <p>P3: no, no, però ecco non è mai stato poi definito bene no? come eh come dover catalogare ... le risorse</p> <p>P4: si, eravamo arrivati fino a un certo punto, e (...tutto ...) se no?, mi sbaglio? però dopo ...</p> <p>P3: si, le bozze, si, però eh ...</p> <p>P4: però, ecco, quindi, anche, ...</p> <p>P3: ... non bastano ... eh</p> <p>P4: eh ... bisognerebbe fare formazione anche in quel senso, cioè non lo so adesso però va beh</p> <p>P3: rifare per lo meno ...mhm... anche un corso, insomma, anche che no eh ...</p> <p>P4: esatto</p> <p>P3: eh... pic..., cor..., breve, però insomma...</p> <p>P4: si, si</p>	<p>P4: well we need a link on the bibliographical record, as it is customary with the format..</p> <p>P5: right but then... I would also say in the digital record, because</p> <p>P4: yes we can also do that</p> <p>P5: eh..</p> <p>P4: we can do both</p> <p>P5: yes, yes</p> <p>P4: because the digital format...</p> <p>P5: no, I did not mean to delete one of the records... I just meant to underline the importance of the digital one..</p> <p>P4: right, cause we are experiencing several issues... in cataloguing digital resources; we also had to stop at a certain point, you see? I mean, we have all the drafts saved, but the procedure was never really defined, right? Even as far as cataloguing is concerned, digital resources are a bit tricky...</p> <p>P3: right, right</p> <p>P4: I mean, we were left a bit.... I don't know if it's my own limit or...</p> <p>P3: no you are right, it was never really defined.. how to catalogue digital resources</p> <p>P4: yes, we managed to do it up to a certain point, and then.... Am I wrong?</p> <p>P3: yes, some drafts... but still</p> <p>P4: I see, but even...</p> <p>P3: it's not enough, is it...</p> <p>P4: eh.. we need some induction sessions on that as well... but anyway.</p> <p>P3: set up... I don't know, a course on the matter</p> <p>P4: right</p> <p>P3: not a long one... but see..</p> <p>P4: yes, yes</p> <p>P3: just to give some more specific indications</p> <p>P4: so that everyone is instructed to do the same</p>
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<p>P3: per dare indicazioni più precise</p> <p>P4: per capire certe cose, per fare una cosa uniforme</p> <p>P3: certo ... eh certo</p> <p>P4: però va beh, tanto, ecco, questo verrà dopo di conseguenza, probabilmente</p> <p>R: in questo, in questo vi riferite proprio all'opportunità che dovrebbero gestire, diciamo che in catalogo si dovrebbero gestire anche risorse elettroniche di tutte le forme compresi gli ebook, compresi i periodici? Quali sono secondo voi, perché forse rispetto al materiale che è disponibile, gestirlo in un catalogo diventa ... operazione complessa</p> <p>[00:55.00]</p> <p>P4: sì, quello sì</p> <p>P3: beh sì, è complessa, parecchio</p> <p>P4: sì, non ti dico i periodici elettronici perché poi mi pare che nel, nei periodici c'è una ... segui, c'è una forma, non è, (non) c'è il collegamento, però c'è la notizia che il periodico c'è anche in formato elettronico, mi pare su una nota si metta, adesso ... però che ne so, io c'abbiamo delle banche dati o delle cose che un quanto meno una descrizione o qualcosa cioè una tu in OPAC non c'è ... oppure dei ... appunto degli ebook, io ce l'ho degli ebook uno o due che avevamo acquistato e cioè singoli, non ti parlo della piattaforma, insomma di acquisti in piattaforma oppure ... ci sono c'è materiale non book material che comunque è al di fuori dell'OPAC. Adesso non ti parlo di periodici elettronici o di piattaforme, ma comunque andrebbe un pochino .. sbaglio? non lo so voi comunque come vi trovate, cioè come catalogate, avete tutto nel, nel, nel catalogo ...</p> <p>P3: no, no, assolutamente</p> <p>P4: eh, appunto</p> <p>P3: mhm</p> <p>R: no, no, non c'è niente di sbagliato, c'è da riferire le proprie impressioni e le proprie appunto idee in merito a questo, dove vedete, se vedete, una necessità di catalogare e che cosa rispetto all'opportunità che oramhm ... ci sono date</p> <p>P4: nel catalogo, per esempio nell'acquisto degli ebook che diceva P3 singolo, cioè acquistando singole monografie in formato elettronico, quelle poi, che non rientrano comunque in una piattaforma no?, cioè come ... dovranno comunque essere collocate,</p> <p>P3: catalogate</p>	<p>thing</p> <p>P3: right, right</p> <p>P4: but anyway, this might come as a consequence, we'll see</p> <p>R: with this you mean... you mean that catalogues should also include all the electronic resources, including ebooks, including periodicals? What is the outcome in your opinion? It might become a complex thing.</p> <p>[00:55.00]</p> <p>P4: yes, yes it might</p> <p>P3: well rather complex, yes</p> <p>P4: I don't mean electronic periodicals; I think their record is formatted in a different way. There isn't a link, but the digital copy is quoted... I think the note says... I don't know, we have data banks in any case, or something which requires a brief description in the OPAC. There are also ebooks... one or two that we purchased as single elements... (I am not talking about accessing them on a platform by the way); anyway, there are some ebooks that are not included in the OPAC. These are not periodicals or journals, but still, don't you think that they should be included? I don't know what you think about this issue, does your catalogue include all the material you have?</p> <p>P3: no, no, absolutely</p> <p>P4: exactly</p> <p>P3: mhhmmmm</p> <p>R: no, there is nothing wrong in expressing personal doubts and... opinions concerning this matter; if you can see a way of cataloguing things, as far as our possibilities allow at the moment...</p> <p>P4: if we are talking about single ebooks like those just mentioned by P3, the catalogue becomes an issue. Monographs, outside packages, are not included under the platform format are they? So the catalogue will have to include them, we need to know how to place them</p> <p>P3: catalogue them</p> <p>P4: right, place them, catalogue them somehow...surely the platform, like xxxxxx, has an inside logic, but then if we consider single ebooks, we have to keep in mind other... there is a whole variety of ebooks.</p>
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<p>P4: eh, collocate, catalogate da qualche parte, questa dove la collochi... certo la piattaforma come la xxxxxx o come questa è ovvio però nel momento in cui vai ad acquistare il singolo libro, perché quando parliamo di ebook non dobbiamo pensare solamente alle piattaforme appunto anche altri ... cioè c'è una varietà di ebook,</p> <p>R: certo certo e poi</p> <p>P4: in quel caso</p> <p>R: andrà appurato innanzitutto se acquistiamo un qualcosa che può essere compatibile appunto con la funzione stessa della biblioteca ...ok? quindi una licenza che comunque è aperta ad un'utenza che non è una singola persona come normalmente insomma siamo abituati da xxxxxx e compagnia</p> <p>P3: eh no, certo sono</p> <p>R: per non ...</p> <p>P3: più utenti ...</p> <p>R: per non trattenerci oltre perché siamo arrivati ormai quasi a un'ora di conversazione e io già vi ringrazio perché penso che e spero che anche per voi sia stato un buon momento utile, e ricco di spunti come lo è stato per me, vi chiederei un ultimo giro di valutazione del percorso breve lungo ricco sintetico che avete seguito in questi 15 giorni e se avete magari qualche riferimento rispetto al diario che volete condividere in questa ..in questo ultimo momento ehm ... e quindi appunto valutare se tra le esperienze fatte quindi la segnalazione dei siti che abbiamo fatto ... a fine dell'altro focus group, la lettura in qualunque altro luogo vi sia capitato, le prove personali sui contenuti già accessibili attraverso il servizio Trova ebook, il <i>webinar</i> per chi lo ha seguito, colloqui più o meno formali con altri potenziali informati, come possono essere gli utenti stessi, i colleghi, altri colleghi o quello che sia, quali di queste ... strade di questi interventi, di queste occasioni, secondo voi sono stati buoni per voi e che sono e che potrebbero essere suggeriti se ve lo chiedesse un altro collega, per dire ... io ... immaginate la situazione "io non ci capisco niente di ebook però so che tu ti sei un po' interessata, che mi consigli di fare? da dove partire?" Giro di risposte cominciando da P1 se possibile...</p> <p>P1: sì, ehm, io penso che la lettura di quelle fonti, quei link segnalati come base di partenza sia la cosa migliore, nel senso che proprio va in ordine, come per ... eh ... per interessare un principiante, un diciamo una persona che parte da zero diciamo. Perché il linguaggio è chiaro, sintetico soprattutto, e poi per le cose più tecniche rimanda ad altre fonti, poi il livello di approfondimento cambia a seconda dell'interesse successivo di chi si avvicina a questo argomento. E... i ... le dimostrazioni tipo <i>webinar</i> anche quelle sono eh utili, ma forse in un secondo momento, [01.00.00]</p>	<p>R: right, right, and then</p> <p>P4: in that case</p> <p>R: first things first, we need to understand whether we are purchasing something that is compatible with the functions of a library... ok? So books should have a license that is not only accessible to one person, but rather to many. It not what we are used to with xxxxx services and so on.</p> <p>P3: right, there are</p> <p>R: So, let's</p> <p>P3: more users involved..</p> <p>R: let's stop here, since we have been talking for almost one hour now...I already want to thank you because I think that this was a very useful session, and I hope you think so as well. I would just like to ask a last round of opinions, concerning the journey towards self-improvement that you undertook in the past two weeks. It can be a short, long rich or synthetic opinion on the matter, perhaps including references to the diary we mentioned last time...in this last instant, take a moment to consider the experiences we talked about and the resources that we shared, during the last focus group or in any other circumstance: personal attempts on the "find ebook" tool, the webinar for those we followed it, formal or informal talks with other people interested in the matter – users and coworkers... among all these occasions, which ones were useful for your own improvement? What would you recommend to a colleague willing to understand something more about ebooks? Let's answer this questions in turn, starting from P1 if possible..</p> <p>P1: yes, ehm.. I think that reading those resources, those links that were shared among us, was the best thing to start with. I mean, it is well organized: it can be very interesting for someone that is just approaching the subject. The language employed is clear, synthetic, and the more technical issues are explained through other resources. His way, the difficulty of the explanations can vary according to the reader's interest in certain matters. And.. and practical demonstrations such as webinars, those are also quite useful, but perhaps in a following phase [01.00.00] When the basic concepts are clear enough.. at that point I think they can be introduced; that's when one needs the practical explanation of what he or she has just learnt... personally, I would share the links with my colleagues I think those are useful... then of course, it's up to the single person..</p>
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<p>quando uno già magari ha più chiari i concetti fondamentali e allora sì, quello proprio è il passo successivo con l'applicazione pratica del ... del concetto teorico diciamo ... lo personalmente i link quelli segnalati li passerei ai colleghi, nel senso che sono, secondo me sono utili ... poi certo ... eh ... sta anche all'interesse del singolo approfondire o meno, perché ecco ...</p> <p>R: certo, oh, asp..., non asp... come dire, aspettiamo una domanda o creiamo un appetito, nel senso: io non ho aspettato la vostra domanda di sapere se volevate parlare con me di ebook, no?</p> <p>P1: sì, nel senso che io da quel poco che ho rilevato mandando una richiesta di informazioni anche ai colleghi xxxxxxxx ho recepito un pochino come ... un dire "se gli utenti non ce lo chiedono, che cosa approfondiamo a fare?" cioè io lo dico "in soldoni", poi ecco ehm, ripeto, sta anche un pochino all'interesse del singolo perché diciamo la maggior parte se non vede l'utilità a breve termine ... ma giustamente anche ... da un certo punto di vista perché le cose pratiche, le mansioni nostre, l'ordine di servizio, sono talmente tante e ... e diverse che ricavarci un pochino di tempo per andare a approfondire l'ebook ...</p> <p>P4: ci vuole infatti...</p> <p>P1: anch'io dico quella mezz'oretta che c'ho ritagliato, cioè, l'ho fatto in funzione del lavoro che stiamo facendo. Se fosse stato a monte così generico, forse c'avrei messo un pochino meno d'attenzione, sono sincera...</p> <p>R: ah... grazie, P4 vai</p> <p>P4: quindi sarebbe, sarebbe un invito a far partecipare ... più colleghi magari?</p> <p>R: eh, sì, possiamo pensarla, eh!</p> <p>P4: sentendosi "costretti", ad ampliare questo focus group perché magari cioè come noi ci siamo sentiti in dove... cioè sollecitati in qualche modo anche se non, personalmente non è che han... .cioè dovrei dedicarci più tempo quindi anche io in questi 15 giorni in effetti non è che ho potuto approfondire più di tanto, cioè mi sono fatta delle domande però ecco, sentendosi poi comunque coinvolti e sollecitati magari uno un minimo anche 10 minuti un quarto d'ora poi metterci tutti insieme viene fuori un lavoro e si sent...., cioè anche gli altri colleghi si possono sentire partecipi... che poi venga comunque la richiesta dagli utenti è anche vero, cioè se nessuno nel momento in cui tu informi, cioè fai l'informazione, dirami eh, che però vedi che comunque da parte degli utenti non ci sia una, una richiesta, una necessità è ovvio che cioè dopo la biblioteca sì, deve offrire ma deve anche andare incontro alle esigenze e alle richieste penso, no? Comunque ampliare questo focus group ad altri colleghi secondo me è una cosa positiva non so voi, magari certo partendo come ha detto P1, sono d'accordissimo, con</p>	<p>R: sure... or... wait, let's wait for a question (from our colleagues) and create a sort of appetite... I mean, I did not ask you whether you wanted to talk about books or not, right?</p> <p>P1: right, I mean, from what I got by asking information to my coworkers at xxxxxx I could sense a sort of... like they were saying: why should we learn anything about this, if users are not requesting it? I mean, I am talking in general, then, I repeat, it's mostly up to the single person, because a lot of people needs to see the short term utility of a project like this. In a way it makes sense, because the practical aspects involved - our duties, the service... they are so many and so different between each other... there is little time left to start understanding ebooks...</p> <p>P4: yes, it takes time</p> <p>P1: I also want to talk about the half an hour I was able to invest in it... I did it because we are approaching it as a group; if I had to start by myself, I wouldn't have put so much effort in it, I have to be honest.</p> <p>R: ah.. thank you; P4, your turn</p> <p>P4: since this focus group "forced" us to start researching, I feel like we were more.... Solicited in a way. I myself should dedicate more time to it; I was not able to produce much in the past 15 days. I mean, I asked myself several questions... but if we are discussing it in a group, then I feel more inclined to put 10, 15 minutes of hard work into.. I mean, everyone can feel involved. Users' requests play a relevant role within the process, that's true; I mean, if you see that there is no reception even after you tried your best to gather the information and share it with everyone... a library should definitely offer as much as it can, but also meet the needs and requests, right? Anyway, I think that it's a good idea to amplify this focus group and get some of our colleagues involved, what do you think? I also agree with P1 on the links that we shared... I had a look at the website of Unibo, University of Bologna. They have a similar approach and share some basic guidelines. They are online, and the curators explain very well the advantages and disadvantages of ebooks.... I mean, I think it is important to get others involved, so that they can benefit from what we are sharing; that way we can invite them to talk..</p> <p>R: ok</p> <p>P4: I don't know, I think...</p> <p>R: it's good, it's good</p> <p>P4: Anyway, if the meetings were stimulating for us, I am sure they will be for others as well</p>
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<p>quei link perché appunto è ...è specificato ... io avevo visto anche su, su l' Unibo, l'Università di Bologna, che c'hanno mi pare anche lì delle linee guida, insomma ci sono e loro l'hanno studiato, insomma ci sono vari punti, insomma che spiegano mettono già vantaggi e svantaggi degli ebook, insomma mi sembra una cosa ... però appunto, una cosa importante appunto per coinvolgere gli altri colleghi e secondo me invitarli a parlarne,</p> <p>R: ok</p> <p>P4: non lo so eh, penso che ecco</p> <p>R: va bene, va bene</p> <p>P4: comunque siamo stati come dici tu sollecitati noi saranno allo stesso modo anche gli altri probabilmente</p> <p>R: grazie P4, P3?</p> <p>P4: no</p> <p>P3: si, anch'io ...</p> <p>R:scusami, scusa P3, scusami, avevi un'altra cosa da dire, P4? Scusami, t'ho tolto la parola troppo ...?</p> <p>P4: no, no, no, no io ho fatto</p> <p>R: vado allora</p> <p>P4: grazie, scherzi?</p> <p>R: scusa, avevo sentito male, vai P3, P3, scusa tu</p> <p>P3: io quando avevi mandato l'ultima email informativa ... io appunto ho rigirato ai colleghi della sezione però nessuno si è fatto vivo quindi ... non, non so e... ancora forse ... ehm ... quello dell'ebook è un settore ... non lo so ... poco sentito, poco conosciuto e comunque per quanto riguarda questo nostro gruppo, eh... a me è piaciuto molto, questi due incontri</p> <p>[01.05.00]</p> <p>sono stati utili e ... anzi, ne rifarei anche altri... e poi ... diciamo per forse per coinvolgere maggiormente i no... , io parlo per la mia sezione, i nostri docenti eh ... naturalmente vanno eh... vanno informati eh ... meglio e questo insomma cercherò di farlo adesso, prima possibile.. però chiedo anche un'altra cosa: io ho cercato delle informazioni sull'archivio digitale de xxxxxx che si chiama xxxxxx e guardando un po' nel sito ho visto che mhm... magari è quello che più può, potrebbe interessare l'area nostra. E ho visto che è stato acquistato da quasi tutte, da quasi tutti i più grossi atenei ... d'Italia... noi naturalmente non ci siamo, però chiedo se sarebbe possibile richiedere anche un periodo di prova, un trial gratuito anche per vedere di che cosa si tratta, poi magari farlo conoscere anche ai docenti e chiedere cosa ne pensano loro, ... eh... anche saper un po' quanto è il costo di tutto il pacchetto ... non per acquistarlo ora, però non so anche per il futuro....</p>	<p>R: thank you P4, P3?</p> <p>P4: no?</p> <p>P3: yes, I...</p> <p>R: excuse me, sorry P3, do you have anything else to say P4? I am sorry, did I stop you too early...?</p> <p>P4: no, no, I am finished</p> <p>R: I move on then</p> <p>P4: thank you</p> <p>R: sorry, my bad. So, P3, sorry, go on</p> <p>P3: when you sent the last informative email...I shared it with my colleagues, but no one replied really, so..I don't know, perhaps that of ebooks is an.. underestimated field, or at least not well known...as far as I am concerned, I really liked this focus group, these two meetings.</p> <p>[01.05.00]</p> <p>I found them useful and... actually, I would be happy to take part to more of them.... Maybe to get someone else involved; I am talking about the teachers in my department.. they will obviously be informed; but I'll try to do this asap. I was also going to ask you something: I looked for info on the digital archive of xxxxxxxx, which is called xxxxxx.</p> <p>Going through the website, I noticed that.... That it more likely to be interesting for our specific field.. and I notices it was purchased by all the biggest universities in Italy... apart from us, of course; I wonder if it is possible to get a trial of that service, a free trial to see how it works. Then we could show it to all the teachers and ask what they think about it... Even just to know how much the whole packet is... maybe for the future..</p> <p>R: sure. As far as a trial is concerned, both as understanding a service and improving our competences... we talked about it last time, didn't we? We did not go any further now that I think about it, but we could definitely start a trial to approach a platform...</p> <p>P3: yes, yes</p> <p>R: maybe we could ask for this opportunity.. we could use this specific service to</p> <p>P3: to see..</p> <p>R: in this particular occasion.</p> <p>P4: yes, yes</p>
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<p>R: OK certamente. Sull'avvio di un trial in generale come modalità di acquisizione o miglioramento delle proprie competenze ... ehm... non ne avevamo parlato o forse lo avevamo accennato la volta, la prima volta, poi non l'abbiamo scelta come strada e in effetti non ho dato seguito a nessuna opportunità, però ci sarebbe anche la possibilità di aprire dei trial proprio per capire forse come funziona una piattaforma...</p> <p>P3: anche, eh, anche si</p> <p>R: utilizziamo, magari, chiediamo questa opportunità, visto che la richiesta è stata fatta specificamente su questo prodotto magari possiamo utilizzare questo per ...</p> <p>P3: eh, per vedere anche</p> <p>R: ... occasione</p> <p>P4: si si</p> <p>P3: tanto anche loro insomma possono appunto aprire dei trial e dei periodi di prova e poi mhm... vediamo un po' anche di che cosa si tratta, di che testi, che ebook ci sono all'interno, quello che offrono ...</p> <p>R: va bene, grazie! P5?</p> <p>P5: eh... solo cose velocissime per rispondere a quest'ultima domanda di R: anch'io sono rimasta molto soddisfatta dalla risorsa quella di Laura Testoni che secondo me è da tenere proprio presente sia per noi</p> <p>P4: si, vero</p> <p>P5: sia per spiegare agli altri, poi considerando che è una risorsa che si accresce continuamente, cioè non è una cosa che è finita, quindi che continuamente può avere novità... e riguardo a altre fonti interessanti secondo me l'Università di Torino è da tenere sott'occhio, ... come prima dicevate, assolutamente l'Università di Bologna, e anche Torino, io aggiungerei</p> <p>P4: anche io</p> <p>P5: e comunque io direi di fare questo piccolo sforzo di seguireehm... xxxxxxx con le biblioteche comunali.</p> <p>P4: si adesso faccio la tessera</p> <p>soprattutto perché cioè non è che mi sta ... devo dire la verità, a me non sta particolarmente simpatico come sistema però facendo questo .. perché per me è stato uno sforzo, proprio perché era una cosa fuori dalla mia ... cioè non mi piaceva insomma proprio così da usare non tanto per le, tutte le risorse che loro hanno accessibili direttamente, ma proprio per imparare cosa vuol dire che un libro ha il DRM, come devi fare per scaricartelo, eh.. allora quello mi stava ostico perché io avrei voluto che fosse tutto più semplice però serve anche a noi per</p>	<p>P3: I mean, the library could start a trial to see what kind of ebooks they offer and so on..</p> <p>R: sure, thank you! P5?</p> <p>P5: eh... really briefly just to answer this last question asked by R: I was also very impressed with the resources we shared, especially that of Laura Testoni which I think covers particularly well our interests.</p> <p>P4: yes, true.</p> <p>P5: and it's also useful to explain our matters to others. We also have to keep in mind that it's not a definite thing, but a resource that is still growing... as far as other interesting sources, I think that the University of Torino should be kept into account...the University of Bologna, as you rightly pointed out, is a good one; but I would suggest Torino as well.</p> <p>P4: yes, me too</p> <p>P5: and anyway, I am trying by best to follow xxxxxx with the public libraries</p> <p>P4: yes, I am going to set up a card as well</p> <p>P5: especially because... I have to be honest, I don't particularly like the system very much... yet, following their procedure was a good effort for me, something I wouldn't normally do. They have so many direct sources that they can access; moreover, I got to learn what "having a drm" means for a book, how to download them and so on... It was difficult and I hoped it could have been easier, but in the end it was extremely useful in order to understand what are the problems with digital books.. so we can be more prepared, right?</p> <p>P4: yes, sure</p> <p>P3: I mean, they just need to answer our subscriptions..</p> <p>P5: right; I don't know, when I subscribed to the service I got their reply within a day; maybe it was a good moment, before the festivities..</p> <p>P4: the festivities</p> <p>P3: right, I don't know, I did it on a Friday</p> <p>P5: yes that's what I mean</p> <p>P3: nonetheless, it was open</p>
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<p>capire meglio insomma le problematiche, quindi essere anche un pochino più pronti no? con gli altri ...</p> <p>P4: sì, sicuramente</p> <p>P3: eh, basta che rispondono</p> <p>P5: eh no, ma infatti guarda io quando lo feci tipo il giorno dopo ho avuto la risposta, forse hai beccato un momento ... per le feste</p> <p>P4: per le feste</p> <p>P3: eh, va beh, io l'ho fatto venerdì</p> <p>P5: eh ma infatti</p> <p>P3: (...) che comunque era aperto</p> <p>P5: ma infatti vedrai che ti rispondono</p> <p>P3: ieri era festa</p> <p>P5: eh</p> <p>P3: va beh</p> <p>R: va bene, io se</p> <p>P4: senz'altro, no perché poi al di là di tutto poi bisogna entrarci come dici tu</p> <p>P5 eh, si serve proprio per</p> <p>P4: se no uno non capisce così</p> <p>P5: mhm</p> <p>R: io sintetizzo così ...</p> <p>P4: scusate un attimo, eh, scusate un secondo (risponde al telefono)</p> <p>[01.10.00]</p> <p>R: ah ah, ora siamo quasi ai saluti direi che possiamo lasciare, ma ecco sintetizzando probabilmente questi spunti ... tutti quelli che avete detto possiamo riformalizzarli un pochino tra di noi, estenderli ai nostri colleghi e vedere che quello che ha funzionato per noi ha funzionato anche per, va anche per gli altri, magari ,, forse non tutto, non in tutte le ... in tutti gli aspetti, però, ecco spero e penso che sia un momento ... che possiamo replicare perché almeno a me ha portato dei benefici, da quello che sento a voi lo stesso, e ... ci lasciamo con questi compiti, eh, va bene?</p> <p>P4: scusate ragazze</p> <p>R: prego, prego. Dicevo, tiravo le fila, P4, insomma, veramente replicare è una cosa che anche a me era</p>	<p>P5: just wait, they will reply</p> <p>P3: but it was a public holiday yesterday</p> <p>P5: eh</p> <p>P3: anyway</p> <p>R: right, if</p> <p>P4: but you make a good point, it is necessary to get into it</p> <p>P5: yes, that's why we need</p> <p>P4: otherwise it's hard to understand, just talking about it</p> <p>P5: mhm</p> <p>R: just to sum up</p> <p>P4: excuse me, I'm sorry, one second (answers the phone)</p> <p>[01.10.00]</p> <p>R: ah, ah, I think we are almost done.. just to summarize all these valid points... we can formalize what we just discussed among us, so that we can share it with our colleagues and see if it is something that can work for them. Perhaps not everything, but some aspects of it...I think it was good for me, and from what I hear, you feel the same. We can leave with some assignments, right?</p> <p>P4: sorry everyone</p> <p>R: no problem. I was saying, just to summarize.. I thought it would be a good idea to do another meeting with everyone, I mean, it was something I thought about even before this focus group, linked with some technical deadlines of my job</p> <p>P4: yes</p> <p>R: I mean, it looks straightforward until you have to deal with it; the opportunity of discussing it with many people makes it easier yet richer of content for everyone</p> <p>P4: sure</p> <p>R: I mean, for everyone... so..ehm... I will do everything I can to set up another focus group online, which are usually convenient, so that no one has to travel..</p> <p>P4: exactly</p>
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<p>tornata in mente al di là di questa piccola esperienza che aveva anche delle scadenze tecniche pratiche per... per mio lato...</p> <p>P4: si</p> <p>R: però effettivamente sembra una banalità finché uno non ci passa dentro, poi invece scopre l'opportunità che il ragionare insieme offre, e veramente è un arricchimento per tutti,</p> <p>P4: sicuramente</p> <p>R: insomma veramente per tutti ... ehm... quindi sicuramente ...spero... io farò di tutto per poter replicare questa esperienza dei focus, online che sono così anche comodi del modo che uno non si deve muovere</p> <p>P4: esatto</p> <p>R: promuovo anche io il link della Testoni, chiaramente le esperienze delle altre università, la possibilità di fare un trial, il trial personale direi a xxxxxxxx "per farsi le ossa" ho scritto, per capire tecnicamente lato utente che cosa può succedere ... e vi invito anche a monitorare il ... il grado di soddisfazione rispetto ai titoli xxxxxxxx non appena saranno</p> <p>P3: mhm</p> <p>R: sottoscritti, resi accessibili</p> <p>P4: benissimo</p> <p>R: meglio, sottoscritti lo sono già, resi accessibili dall'editore, stiamo ... insomma stiamo facendo dei test in questi giorni, però fino alla scorsa settimana non erano ancora stati attivati. E poi se ci saranno altre occasioni ne faremo menzione, che ne so, invito a <i>webinar</i>, come dicevamo in un secondo step, in una seconda fase, e ecco se avete altre ... cose da riassumere altrimenti io direi di salutarci, siamo arrivati a un'ora e dodici di incontro mi pare di aver già abusato della vostra pazienza però ripeto per me è stato tanto tanto arricchente, vi ringrazio</p> <p>P4: anche per me, io ero alla prima esperienza, ma è stata una bella esperienza, anche perché almeno uno può parlare con le colleghe con le quali non ci si vede sempre, proprio è stata una bella esperienza.</p> <p>R: grazie, veramente. Possiamo anche pensare ad un incontro veramente fissato, che ne so, i "venerdì de ... " ah ah (<i>ride</i>)</p> <p>P5: Ah ah (<i>ride</i>)</p> <p>P4: siii? ... va bene</p> <p>R: eh?</p>	<p>R: I am also going to share the resources of Ms.Testoni and the experiences of other universities; I agree with the possibility of a trial; a personal trial with xxxxxxxx I would say just to earn some skills, to understand the technical issues and see them from the users' point of view. I also encourage you to monitor the level of satisfaction with the texts of xxxxx as soon as</p> <p>P3: mhmm</p> <p>R: as soon as we subscribe to them and they are made available.</p> <p>P4: very good</p> <p>R: I mean, we are already subscribed, but they are not yet accessible, the editor should... I mean, we are testing them in these days, but they weren't active last week. And then we can also mention further occasions of discussion, like the webinar we talked about... as a second phase of this project... let me know if you have anything else to say, otherwise I would stop here. We have been discussing for one hour and ten minutes and I feel like I already abused your patience; I repeat, I found this meeting very enriching, thank you.</p> <p>P4: me too, it was my first experience and I really enjoyed it... it's also good to stay in touch with colleagues you don't see often, very good indeed</p> <p>R: thank you. We can also think about a weekly update, "Fridays of..." ah ah (<i>laugh</i>)</p> <p>P5: ah ah (<i>laugh</i>)</p> <p>P4: yes? Sure!</p> <p>R: eh?</p> <p>P4: let's set a day for these meetings</p> <p>P3: Skype Fridays</p> <p>R: Skype Fridays, thank you P3!</p> <p>P5: ah ah (<i>laugh</i>)</p> <p>R: P1, do you agree?</p> <p>P1: yes, yes, let's try</p> <p>R: we can try.. clearly not on a weekly basis, but it's something we should try</p> <p>P4: it's useful, because we all work in different places, the Service Centre is up there... it's a good way to feel united, to share problems, you see.. they all come</p>
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<p>P4: fissiamo ... un giorno</p> <p>P3: i venerdì di Skype</p> <p>R: i venerdì di Skype, grazie P3!</p> <p>P5: ah ah (<i>ride</i>)</p> <p>R: P1, sei d'accordo?</p> <p>P1: si, si, ci proviamo</p> <p>R: si può fare... no, va bene anche non stringente chiaramente non settimanale però secondo me sarebbe una modalità da utilizzare</p> <p>P4: è utile perché noi siamo dislocati in zone diverse, il Centro Servizi è lassù, noi ... cioè quindi è un modo per sentirsi uniti, per scambiare problematiche, cioè capito, e poi vedo che comunque vengono fuori, uno, io pensavo che uno parlasse di meno, invece secondo me si riesce a parlare anche meglio</p> <p>R: è vero!</p> <p>P4: che durante le riunioni ... probabilmente se sen..., non lo so, a me succede, mi sembra un pochino più, più facile,</p> <p>R: più proficuo</p> <p>P4: eh si, non lo so neanche,</p> <p>R: vero, più proficuo delle riunioni in presenza ...</p> <p>P4: non lo so le altre</p> <p>R: bene</p> <p>P4: per me è stato piacevole</p> <p>R: secondo me la versione on line ci consente di rimanere più facilmente sul pezzo, senza divagazioni o forse mi sbaglio</p> <p>P4: ci sentiamo più coinvolti tutti, più partecipi, tutti anche sugli argomenti, senza appunto, dovendo creare problemi verso, sulle strutture, dovendo uscire o meno</p> <p>R: eh esatto, esatto</p> <p>P4: insomma, comunque</p> <p>R: va bene</p> <p>P4: va bene</p> <p>R: grazie, grazie mille</p> <p>P5: grazie mille</p> <p>P4: grazie a tutte</p> <p>P3: ciao</p> <p>P4: grazie mille e buona giornata a tutte</p> <p>R: grazie, grazie, buon lavoro a voi tutti, ciao</p> <p>P1, P3, P4: ciao</p> <p>Il focus group termina al minuto [01.14.17] della registrazione</p> <p>Perugia, martedì 26 aprile 2016</p>	<p>out.. I thought I would speak less, but it works well for me</p> <p>R: true!</p> <p>P4: during meetings.. I don't know I find it a little easier</p> <p>R: more efficient</p> <p>P4: Not even, I don't know how to explain it.</p> <p>R: more efficient than meetings face-to-face</p> <p>P4: I don't know about the others</p> <p>R: right</p> <p>P4: I found it quite pleasant</p> <p>R: I think that we are less easily distracted online, am I right?</p> <p>P4: we all feel equally involved, on each subject, without problems linked to the structures and so on</p> <p>R: exactly, exactly</p> <p>P4: anyway</p> <p>R: right</p> <p>P4: right</p> <p>R: thank you, thank you very much</p> <p>P5: thank you</p> <p>P4: thank you everyone</p> <p>P3: bye</p> <p>P4: thank you and have a good day everyone</p> <p>R: thank you, thank you. Have a good day</p> <p>P1, P3, P4: bye</p> <p>It lasts at [01.14.17] minute</p> <p>Perugia, Tuesday 26 april, 2016</p>
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Appendix IV: Diaries

<p>P1</p> <p style="text-align: center;">Progetto e-book – Diario minimo</p> <p style="text-align: center;">12.4.2016</p> <p style="text-align: center;">Focus group</p> <p style="text-align: center;">Incontro via Skype</p> <p>Stato dell'arte e prospettive di miglioramento.</p> <p>Condivisione di criticità.</p> <p>Propositi di approfondimento individuale in vista del prossimo incontro.</p> <p style="text-align: center;">Primo sguardo alle fonti menzionate durante la discussione</p> <p>Refkit, Trova il tuo ebook, guida online https://sites.google.com/site/ebookinbiblio/</p> <p>Scaricato e-book gratis dal sito <i>Tropico del libro</i></p> <ul style="list-style-type: none"> • <i>KIT di sopravvivenza del LETTORE DIGITALE</i> • Guida Galattica delle Riviste Letterarie Digitali <p>(disponibili su account personale, da formato zip a epub, mobi, pdf)</p> <p style="text-align: center;">Invio di mail</p> <p>ai colleghi xxxxxxxx, con richiesta di informazioni, osservazioni, ...</p> <p style="text-align: center;">13.4.2016</p> <p>Ricevuto risposta tel. alla mail di ieri da xxxxxx: acquisto di e-book sarebbe utile ad es. per quei programmi d'esame che assemblano parti/capitoli da fonti diverse.</p> <p>Andrebbe perseguito l'obiettivo del prestito (più che della consultazione), anche attraverso dispositivi e-reader, in linea con altri atenei (Bologna, Pistoia, ?)</p> <p style="text-align: center;">Invio di mail</p>	<p>P1</p> <p style="text-align: center;">Project e-books - minimum diary</p> <p style="text-align: center;">04/12/2016</p> <p style="text-align: center;">Focus group</p> <p style="text-align: center;">Meeting via Skype</p> <p>Current status and prospects for improvement.</p> <p>Sharing critical.</p> <p>Intentions of individual study for the next meeting.</p> <p style="text-align: center;">First Look at the sources mentioned during the discussion</p> <p>Refkit, Find Your ebook, online guide https://sites.google.com/site/ebookinbiblio/</p> <p>Downloaded e-books for free from the Tropic of the book site</p> <ul style="list-style-type: none"> • survival KIT of DIGITAL PLAYER • Galactic Guide of Digital Literary Magazines <p>(Available on personal account, to be zipped to epub, mobi, pdf)</p> <p style="text-align: center;">Sending mail</p> <p>to colleagues xxxxxxxx, with the request for information, comments, ...</p> <p style="text-align: center;">04/13/2016</p> <p>Yesterday mail answered by phone from xxxxxxx: purchasing e-book would be useful, for example for those exam programs that put together parts / chapters from different sources.</p> <p>It should pursued the objective of the loan (rather than consultation), including through e-reader devices, in line with other universities (Bologna, Pistoia,?)</p> <p style="text-align: center;">Sending mail</p> <p>Forwarded emails for webinar xxxxxxxx (20 April) sent in AIB-CUR, both members of the group e-book and to libraries structure colleagues</p>
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<p>Inoltrato mail per webinar xxxxxx (20 aprile) passata in AIB-CUR, sia alle componenti del gruppo e-book sia ai colleghi struttura</p> <p style="text-align: center;">14.4.2016</p> <p style="text-align: center;">Invio di mail</p> <p>Inviato mail a docenti dei dip. afferenti alla struttura per segnalare servizio Trova E-book xxxx</p> <p>Ricevuto risposta tel. [telefonica] alla mail del 12.4.16 da xxxxxxx: utenti non manifestano interesse per acquisizione di e-books</p> <p style="text-align: center;">15.4.2016</p> <p style="text-align: center;">Invio di mail</p> <p>Inoltrato mail xxxxxx a colleghi xxxxxxxxxx</p> <p>Appunti da Ebook in biblioteca</p> <p>“- Su xxxxxx dell'editore xxxxxx una parte dei libri sono scaricabili, capitolo per capitolo, in formato epub senza DRM previa registrazione</p> <p>- Gli ebook xxxxxx, xxxxxx, xxxxx, xxxxxx sono scaricabili in formato pdf, capitolo per capitolo, senza DRM</p> <p>Ovviamente l'accesso ai documenti è riservato agli utenti di Ateneo”</p> <p>IBS http://www.ibs.it/ebook/ser/serpge.asp?grts=y</p> <p>BIBLIOTECHE DIGITALI https://sites.google.com/site/trovaebook/ebook-gratuiti-scorri-liste</p> <p>https://openlibrary.org/borrow</p> <p style="text-align: center;">19.4.2016</p> <p>Appunti da Ebook in biblioteca</p> <p>http://www.ifla.org/files/assets/hq/topics/e-lending/thinkpiece-matrix.pdf prospetto riepilogativo</p> <p>piattaforma Bookliners che permette anche di condividere, con gli altri lettori, note e osservazioni</p> <p>Motori di ricerca per ebook:</p> <p>- eBookReaderItalia.com</p>	<p style="text-align: center;">04/14/2016</p> <p style="text-align: center;">Sending mail</p> <p>Sent mail to department faculties relating to the libraries structure to point service Find E-book xxxx</p> <p>Been answered by phone to mail 12.4.16 by xxxxxxx: users do not express an interest in acquiring e-books</p> <p style="text-align: center;">15/04/2016</p> <p style="text-align: center;">Sending mail</p> <p>forwarded email xxxxxx to colleagues xxxxxxxxxx</p> <p>notes from Ebook in biblioteca</p> <p>"- On xxxxxxx xxxxxxx a publisher of the books can be downloaded chapter by chapter, in ePub format without DRM prior registration</p> <p>- Ebooks xxxxxx, xxxxxxx xxxxxx, xxxxxxx can be downloaded in pdf format, chapter by chapter, DRM-free Obviously, access to documents is reserved for University users "</p> <p>IBS http://www.ibs.it/ebook/ser/serpge.asp?grts=y</p> <p>DIGITAL LIBRARY https://sites.google.com/site/trovaebook/ebook-gratuiti-scorri-liste</p> <p>https://openlibrary.org/borrow</p> <p style="text-align: center;">19/04/2016</p> <p>notes from Ebook in biblioteca</p> <p>http://www.ifla.org/files/assets/hq/topics/e-lending/thinkpiece-matrix.pdf summary statement</p> <p>Bookliners platform that also allows you to share with other readers, notes and observations search engines to ebook:</p> <p>- eBookReaderItalia.com</p> <p>- progetto EbookGratis</p> <p>converters</p>
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<p>- progetto EbookGratis</p> <p>Convertitori</p> <p>Appunti da kit di sopravvivenza del lettore digitale</p> <p>Progetto Manuzio, Biblt, Wikisource –</p> <p>Google libri e Internet Archive</p> <p>Pleiadi, DOAB</p> <p style="text-align: center;">20.4.2016</p> <p style="text-align: center;">WebEx : xxxxxxxxxxxxxxxx</p> <p>appunti su carta, da rivedere in cfr. con incontri specifici di maggio (2 dimostrazioni xxxxxx online)</p>	<p>Notes from digital reader survival kit</p> <p>Progetto Manuzio, Biblt, Wikisource -</p> <p>Google Books and Internet Archive</p> <p>Pleiadi, Doab</p> <p style="text-align: center;">20/04/2016</p> <p>WebEx: xxxxxxxxxxxxxxxxxxxx</p> <p>notes on paper, to be reviewed in see. with special meetings in May (2 online demonstrations xxxxxxxx)</p>
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<p>P3</p> <p style="text-align: center;">DIARIO - E-BOOK</p> <p style="text-align: center;">di P3</p> <p>- GIOVEDI 14 APRILE</p> <p>Ho chiesto ad alcuni studenti 150 ore se, potendo scegliere, preferissero studiare su testi cartacei o in formato e-book.</p> <p>Tutti mi hanno risposto che preferiscono di gran lunga il libro cartaceo, perché sono abituati a sottolineare, possono sfogliare, scrivere appunti</p> <p>- VENERDI 15 APRILE</p> <p>analisi dei vantaggi e degli svantaggi di un e-book:</p> <p>vantaggi: possibilità di essere consultato da diversi dispositivi, mobilità, ottimizzazione del tempo, efficienza, risparmio</p> <p>svantaggi: non poter effettuare la consultazione su carta, numero limitato di copie, nessuna o poche possibilità di stampa</p> <p>- MARTEDI 19 APRILE</p> <p>ho cercato maggiori informazioni sull'archivio digitale dei libri de xxxxxx ed ho constatato che è stato</p>	<p>P3</p> <p style="text-align: center;">DIARY - E-BOOK</p> <p style="text-align: center;">by P3</p> <p>- THURSDAY, April 14th</p> <p>I asked some students 150 hours if, given the choice, they would prefer to study on texts paper or e-book format.</p> <p>They all said they much prefer the paper book, because they are accustomed to underline, they can browse, write notes</p> <p>- FRIDAY April 15th</p> <p>analysis of the advantages and disadvantages of an e-book:</p> <p>advantages: the possibility of being consulted by different devices, mobility, optimization of time, efficiency, savings</p> <p>Disadvantages: not being able to carry out the consultation on paper, limited number of copies, few or no printing possibilities</p> <p>- TUESDAY, April 19th</p> <p>I looked for more information on the digital books archive of xxxxxxxx and I found that it was subscribed by the major Italian universities, missing only the University of Perugia.</p>
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<p>acquistato dalle principali università italiane, manca solo l'università di Perugia.</p> <p>E' possibile richiedere un accesso di prova gratuito?</p> <p>- GIOVEDI 21 APRILE</p> <p>xxx trova e-book</p> <p>è possibile aggiungere la ricerca per categoria come per le riviste?</p> <p>- VENERDI 22 APRILE</p> <p>ho effettuato l' Iscrizione al xxxxxxxxxx [servizio di e-book delle biblioteche comunali]</p>	<p>Can a free trial access be requested?</p> <p>- THURSDAY, April 21st</p> <p>xxx Find e-book</p> <p>Can category search as for journals be added?</p> <p>- FRIDAY April 22nd</p> <p>I have asked for the individual account to xxxxxxxxxxxxxx [e-book service of municipal libraries]</p>
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<p>P4</p> <p>[mail successiva al secondo incontro a tutto il focus group in vece del diario] Re: FOCUS GROUP 29 aprile 2016 11:35</p> <p>Care colleghe, volevo condividere con voi questa riflessione fatta con mia responsabile che ha partecipato al convegno "Studenti con DSA: pratiche di <i>empowerment</i> all'Università" organizzato dall'Ateneo di Perugia e l'Università per Stranieri, e cioè l'uso dell' E-Book come strumento compensativo per gli studenti con disturbi specifici dell'approfondimento (DSA) [apprendimento] i quali incontrano grosse difficoltà durante il loro percorso formativo. Sicuramente un progetto interessante da sviluppare e su cui lavorare insieme all'Amministrazione che mi sembra molto sensibile nei confronti di questo argomento.</p> <p>A presto P4</p>	<p>P4</p> <p>[mail received instead of diary some days after second meeting to all focus group] R: FOCUS GROUP 29th of April 2016 11:35</p> <p>Dear colleagues, I wanted to share with you this thought shared with my library manager who participated to the "Students with DSA [Italian acronym DSA stands for specific learning disorders]: empowerment practices at the University" meeting, organized by the University of Perugia and Perugia University for Foreigners, namely the use of E-Book as a compensatory tool for students with specific learning disorders which encountered heavy difficulties during their studies. Definitely an interesting project to be developed and to work with the Administration that seems very sensitive to this subject.</p> <p>See you soon P4</p>
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<p>P5</p> <p>Diario per focus group</p> <p>12/04 Ripensando alla proposta di questo focus group, mi sono resa conto che senza un corso di aggiornamento da me avvistato e seguito personalmente nel 2014 su e-book e mercato dell'editoria elettronica non riuscirei ora ad avere un minimo di percezione di quanto stiamo parlando. Dico questo per sottolineare che senza una formazione di base non riusciremo neppure ad intenderci coi nostri colleghi ...</p> <p>13/04</p>	<p>P5</p> <p>Focus group diary</p> <p>12/04 Thinking back to the proposal of this focus group, I realized that without a refresher course, pointed by myself and personally followed in 2014 on e-books and electronic publishing market, I would not be able now even to have a minimum of perception of what we are talking about. I say this to emphasize that without a basic course we will even not be able to understand each other with our colleagues ...</p> <p>13/04</p>
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<p>Veramente interessante la risorsa segnalata ieri di Laura Testoni https://sites.google.com/site/ebookinbiblio/ Da ricordare per fornire spiegazioni all'utenza</p> <p>14/04 Ho invitato via mail i componenti del nostro gruppo che non l'avessero già fatto, ad iscriversi a xxxxx nelle nostre biblioteche comunali. E' comparso nel portale csb "trova e-books xxx", ora la sfida è farlo conoscere e comprendere</p> <p>15/04 Infatti una delle cose più delicate è trovare "il posto degli e-book" all'interno del portale csb, laddove l'utente possa raggiungere facilmente questa risorsa e ora il luogo più visibile è l'opac che rimanda al cartaceo</p> <p>18/04 La cosa più complicata parlando degli e-book con studenti o docenti resta sempre far comprendere la licenza d'uso, anche se da anni vengono usati i periodici elettronici</p> <p>22/04 Ho acquistato il libro "Bibliotech" di John Palfrey. Vorrei trascrivere un piccolo brano:</p> <p>"Se [i bibliotecari] rimarranno troppo legati a una visione tradizionale del loro lavoro, concentrandosi solo sul preservare collezioni di oggetti fisici ... avranno davanti a sé un futuro difficile ... I bibliotecari devono reinventare sé stessi e la loro professione e allinearne le attività con ciò che le comunità chiedono loro di fare" Per me questa non è una minaccia ma una possibilità di aggiornamento e il "caso e-book" è sicuramente un punto importante della questione.</p>	<p>Really interesting resource by Laura Testoni reported yesterday https://sites.google.com/site/ebookinbiblio/ To remember to provide explanations to users</p> <p>14/04 I invited to sign up for xxxxxx in our public libraries via e-mail the members of our group, who had not already done so. It appeared in the csb website "Find e-books xxxx", now the challenge is let it know and understand</p> <p>15/04 In fact one of the most difficult things is to find "the place of the e-book" in the CSB website, where the user can easily reach this resource, now the most visible place is the OPAC which refers to print holding</p> <p>18/04 Talking about the e-books with students or teachers the most complicated thing is always to understand the license, although electronic journals are used since years</p> <p>22/04 I bought the book "Bibliotech" by John Palfrey. I would like to transcribe a small piece:</p> <p>"If [librarians] remain too tied to a traditional view of their work, focusing only on preserving collections of physical objects ... they will have a difficult future ahead of them ... Librarians must reinvent themselves and their profession and align the activities with what communities are asking them to do"</p> <p>For me this is not a threat but an opportunity to keep me up and the " e-book case " is certainly an important point of the question.</p>
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Appendix V: Mail after meeting in presence with other members of working group

Da : CSB - Ufficio Acquisizione e Gestione Risorse Elettroniche
<ufficio.csb.risorseelettroniche@unipg.it>

Oggetto : riunione referenti risorse elettroniche del 13/7/2016 - appunti e proposte emerse

A : ~~xxxxxxxx~~

Cc : ~~xxxxxxxx~~

Rispondi a : ufficio csb risorseelettroniche <ufficio.csb.risorseelettroniche@unipg.it>

Inviato: gio, 14 lug 2016, 11:48

Oggetto : riunione referenti risorse elettroniche del 13/7/2016 - appunti e proposte emerse

(italian)

Cari colleghi,

scrivo alcuni appunti per riassumere e condividere quanto è emerso dall'incontro dei referenti di ieri, se ho trascurato qualcosa invito chi era presente ad integrare. Sono benvenuti ulteriori suggerimenti, pareri e commenti.

1. modalità di condivisione e diffusione delle informazioni relative alle risorse elettroniche

[...]

- Studenti e personale tecnico-amministrativo non sono raggiunti regolarmente dalle comunicazioni.

Proposta: avvio di una comunicazione a livello di ateneo tramite il servizio di newsletter: entro luglio far partire la prima, in previsione potrebbero esserci 2-3 uscite annue selezionando tra le news già uscite nel portale quelle relative a novità "stabili" su risorse e servizi: ad es. nuovi contenuti, e-book, SFX plus, etc...

I referenti RE potrebbero curare l'edizione e l'invio della newsletter, a turno, in gruppi più piccoli. Per la prima uscita, tra i presenti, si sono rese disponibili ~~xxxxxx~~ e anche ~~xxxxxx~~, ad esse aggiungo ~~xxxxxx~~, che anche se assente alla riunione, è stata tra i proponenti questa iniziativa. Il Direttore e il Delegato sono stati informati e d'accordo nel provare ad attivare questo canale di informazioni.

[...]

Ancora a proposito di condivisione delle informazioni aggiungo che abbiamo a disposizione un'**area della docutecnica dedicata ai "referenti RE"**, a cui potete accedere con le credenziali già in vostro possesso per la restante docutecnica, per consultare e depositare documentazione.

Vi notifico il link anche in una mail a parte per comodità. La struttura è da "popolare" mano a mano da noi e a riguardo chiedo ulteriori riflessioni e suggerimenti.

2. proposta di trial ad una piattaforma di e-book

La piattaforma di e-book in questione è ~~xxxxxx~~ di ~~xxxxxx~~, il trial sarà attivo **fino al 10 di agosto** prossimo ed è primariamente destinato ai bibliotecari, dunque bisogna informare tutti i colleghi, fare prove e chiedere di fare prove.

Il trial "ufficiale" aperto a tutto l'ateneo e pubblicizzato **sarà a partire dal 10 settembre** e fino al 10 ottobre.

Nei primissimi giorni di riapertura del trial dovremmo poter seguire un webinar dedicato, vi darò notizia appena concordata la data.

Proposta: i referenti sono tenuti ad informare i colleghi della propria struttura, accedere al prodotto e fare prove nel primo periodo

.... Riceverete un messaggio appena rifunzionerà!

Nel frattempo ~~xxxxxx~~, che ringrazio, ci ha già inviato per mail documentazione utile ricevuta durante il webinar su ~~xxxxxx~~ da lei seguito. ~~xxxxxx~~ si è resa disponibile per "assisterci" durante il trial per noi ... grazie!!!

[...].

Infine un'idea da provare: convocare degli **incontri via Skype di breve durata** (una mezz'ora circa) per scambi e aggiornamenti in corso, per fare il punto sui contratti e su ogni altra necessità, auspicabilmente con cadenza mensile. A Settembre ci proviamo, ok?

Grazie per la partecipazione, buon lavoro e/o buone vacanze!

Valentina

(english translation)

Dear colleagues,

I write some notes to summarize and share what emerged from the meeting of representatives yesterday, if I missed something I invite those who was present to integrating. Further suggestions, opinions and comments are welcome.

1. sharing mode and dissemination of information relating to electronic resources

[...]

- Students and administrative staff are not achieved regularly by communications.

Proposal: initiating a communication at the university level with the **newsletter service:** by July to start the first, in anticipation there may be 2-3 issues a year by selecting among the news outlets already in the portal those relating to new "stable" of resources and services: eg. new content, e-books, plus SFX, etc ...

The RE referents could edit the edition and sending the newsletter, in turn, into smaller groups. For the first exit, among those present, they have become available and also xxxxxx xxxxxx, to them I add xxxxxx, that even if absent from the meeting, was among the proponents this initiative. The Director and the Delegate have been informed and agree in trying to turn this information channel.

Still on the subject of information sharing I would add that we have an area of docutecnica dedicated to "RE referents", which you can access with credentials already own for the remainder docutecnica, to consult and deposit documentation.

I also notified the link in an email to part for convenience. The structure is to be "popular" As to us and ask about further reflections and suggestions.

2. trial proposal to an e-book platform

The e-book platform in question is xxxxxxxxxx, the trial will be active until 10 of next August and is primarily intended for librarians, then we have to inform all colleagues, experimenting with and ask to do tests. The "official" trial, open to the whole University, and will be advertised from September 10 until October 10. In the first days of trial reopening we should be able to follow a dedicated webinar, I will give you news just agreed the date.

Proposal: group members are required to inform colleagues of their structure, access to the product and do tests in the first period You will receive a message just when it will work again!

Meanwhile xxxxxxxxxx, whom I thank, has already sent us by e-mail useful documentation received during the webinar on

xxxxxxx she participated to. xxxxxxxx is available to support us during the trial... thank you !!!

[...]

Finally an idea to try: call via the short Skype meetings (about half an hour) for ongoing exchanges and updates, to take stock of contracts and any other needs, hopefully on a monthly basis. In September we try, right?

Thank you for participating, good job and / or happy holidays!
Valentina

Appendix VI: Short interview and answers

<p>Breve intervista scritta ai partecipanti ai focus group dopo il periodo di trial ad una piattaforma di e-book. Inviata per mail il 5/8/2016</p> <p>1. Ritengo che questo trial dedicato ai bibliotecari sia utile per ampliare le mie competenze riguardo agli e-book? Se sì, quali competenze ritengo abbia migliorato?</p> <p>2. Durante il trial a xxxxxxxx tra le funzionalità della piattaforma quali ho trovato più immediate e quali mi hanno messo in maggiore difficoltà?</p> <p>3. Ho maggiormente compreso le modalità di accesso e fruizione di e-book pubblicati su piattaforme come xxxxxxxx? Quali ritengo più interessanti per gli utenti e segnalerei per la loro utilità?</p>	<p>Short written interview to focus group participants after trial period to an e-book platform. Sent by email the 5th of August 2016</p> <p>1. Do I believe that this trial dedicated to librarians is useful to broaden my skills with regard to e-books? If yes, what skills I believe I have improved?</p> <p>2. During the trial at xxxxxxxx, between the functionalities of the platform which I found more immediate and what put me in the greater difficulty?</p> <p>3. Do I better understand the ways of access and use of e-books published in platforms like xxxxxxxx? What I consider more interesting to users and would point to their usefulness?</p>
<p>Risposte scritte pervenute</p>	<p>Written answers received</p>
<p>P1</p> <p>xxxx, rispondo brevemente, con il proposito di rielaborare e far sedimentare con più calma quanto sperimentato in questi giorni...</p> <p>1. Sì, ritengo utile l'esperienza, che mi ha permesso di prendere confidenza sia con la piattaforma dedicata (ricerca, bookshelf, ...) sia con i prodotti offerti (read online, download, ...)</p> <p>2. Le funzionalità più immediate sono quelle comuni ai principali database bibliografici (maschere di ricerca, pulsanti/icone a corredo dei testi - get citation, add bookmark, etc). Ho speso più tempo nello studio delle diverse forme di "scaricamento": ad es., Full download (con scadenza del prestito) contro</p>	<p>P1</p> <p>xxxx, I answer briefly, with regard to rework and put down with more time what experienced in these days ...</p> <p>1. Yes, I find it an useful experience, it allowed me to become familiar with both the dedicated platform (search, bookshelf, ...) and with the products offered (read online, download, ...)</p> <p>2. The features the most immediate are those common to major bibliographic databases (search masks, supplied buttons / icons of the texts - get citation, add bookmarks, etc). I spent more time studying different forms of "downloading": eg., Full download (with a loan deadline) versus saving/printing some</p>

<p>salvataggio/stampa di alcuni capitoli al giorno, DRM, etc.</p> <p>3. Sì. La possibilità di: - intervenire sul testo digitale attraverso sottolineature, note, aumento dimensione caratteri, ricerca di occorrenze nel documento, etc. - leggere il testo su più dispositivi - stampare solo lo stretto necessario (con qualità di stampa migliore rispetto alla fotocopia)</p> <p>P2</p> <p>ti rispondo solo ora in quanto in questi giorni, xxxxxxxxxxxxxxxxxxxx In realtà, non ho fatto molta pratica con il trial, per lo meno non quanta avrei voluto, comunque spero ugualmente di riuscire a rispondere esaurientemente alle tue domande.</p> <p>1. Il trial è stato sicuramente utile, in quanto mi ha permesso di fare pratica con la piattaforma e-book, migliorando le mie conoscenze sugli e-book stessi, così da poter in seguito assistere l'utenza e consigliare i colleghi, nel momento in cui il trial sarà esteso a tutto l'Ateneo.</p> <p>2. Mi è sembrata piuttosto semplice da usare, molto intuitiva. Non ho avuto particolari difficoltà nell'uso.</p> <p>3. Come ho già detto, l'uso diretto della piattaforma mi ha fatto maggiormente comprendere sia le modalità di accesso sia la fruizione stessa degli e-book. Sicuramente interessante per gli utenti è la possibilità di scaricare parte dei testi in pdf.</p>	<p>chapters a day, DRM, etc.</p> <p>3. Yes. The possibility of: -Taking action on the digital text through underlining, notes, increasing font size, searching words in the document, etc. -Read the text on multiple devices -Print only what you need (with better print quality than a photocopy)</p> <p>P2</p> <p>I answer only now because these days, xxxxxxxxxxxxxxxxxxxx In fact, I have not had much practice with the trial, at least not as much I would have liked, however, I hope also to be able to fully answer to your questions.</p> <p>1. The trial was certainly useful, as it allowed me to practice with the platform e-book, improving my knowledge on e-books themselves, so I can assist users and advise colleagues in the future, when the trial will be extended to the entire university.</p> <p>2. It seemed pretty simple to use to me, very intuitive. I had no particular difficulty using it.</p> <p>3. As I said, the direct use of the platform made me better understand both how to access and the use of the e-book themselves. Certainly interesting for users is the possibility to download texts in pdf format.</p>
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<p>P3</p> <p>Ho potuto visionare il trial degli e-book solo molto rapidamente, xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx Sicuramente parteciperò, in modo molto più attivo, al prossimo trial di settembre. Ritengo che questo trial, come tutti i trial dedicati ai bibliotecari, sia utile per ampliare le competenze e per capire meglio le modalità di accesso e fruizione. Scusami se non posso dare una risposta più precisa alle tue domande.</p>	<p>P3</p> <p>I could see the e-book trial just very quickly, xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx. Surely I will participate the next September trial in a much more active way. I believe that this trial, as all trials dedicated to librarians, is useful for extending the competences and to better understand how to access and use. I'm sorry if I cannot give a more detailed answer to your questions.</p>
<p>P5</p> <p>1. L'importanza dei trial su e-book per la situazione dei bibliotecari unipg è particolarmente importante avendone noi pochissima dimestichezza ed essendo una risorsa elettronica diversa dai periodici on line con cui abbiamo dovuto imparare a convivere da tempo. Le competenze che ritengo di aver migliorato sono quelle di migliori "colpo d'occhio" e agilità nell'uso.</p> <p>2. Le funzionalità più immediate: l'uso di ricerca semplice, avanzata, browsing per disciplina; la visualizzazione dei dettagli per singolo e-book; il bookshelf. La funzionalità che mi ha messo più in difficoltà: la ricerca per parola all'interno dei singoli e-book.</p> <p>3. Sì, spero di aver compreso meglio le modalità d'uso. Agli utenti segnalerei la possibilità di evidenziare, aggiungere segnalibri e note, il supporto per dispositivi mobili.</p>	<p>P5</p> <p>1. The importance of the trial of e-book on the situation of 'Unipg librarians' is particularly important to us, having very little familiarity and being a different electronic resource from online magazines, with which we had to learn to live with since long time. The skills that I think I have improved are better "glance" and agility in the use.</p> <p>2. The most immediate features: the use of simple search, advanced, browsing by subject area; the displaying details for each e-book; the bookshelf. The feature that put me in difficulty the more: the search by word within the single e-book.</p> <p>3. Yes, I hope I have better understood how to use it. I would point out to users the possibility of highlighting, adding bookmarks and notes, supporting to mobile devices.</p>