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# Google: impact on Libraries



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# *Google: impact on Libraries*


## Abstract

The many ethical questions relating to Google and library values cannot all be addressed in a single article. The value of Google is Universal evident. The increased popularity of Google search engine in the daily routine in one's workplace and in the academic information seeking process is undeniable. 'Googling' challenges the traditional skills of librarians as information providers and the role of library and information service provision in the digital era. This paper seeks to show that elements essential to Google's success can be mapped directly to certain traditional library values. Because of this focus, most of the examples given here will indicate a positive correlation.


## *Introduction*

Only now in the bright light of the Google Era do we see how dim and gloomy our pregooglian world was. In the distant future, historians will have a common term for the period prior to the appearance of Google: the Dark Ages. There have been many fine Internet search engines over the years -- Yahoo!, AltaVista, Lycos, Infoseek, Ask Jeeves and so on -- but Google is the first to become a utility, a basic piece of societal infrastructure like the power grid, sewer lines and the Internet itself. People keep finding new ways to use Google. It is now routine for the romantically savvy to Google a prospective date. In the dot-com world, nothing stays the same for long, and it's not clear that Google will forever maintain its dominance over such ferocious rivals as Yahoo! and Microsoft. But the business story of Google is less interesting than the technological one: If information is power, then Google has helped change the world. Knowledge is measurably easier to obtain. Google works. Google knows.

### Google Can Make a Good Knowledge provider

We all know that Google offers a great search program, and you might even use other application like Gmail or Google Calendar, but have you realized what Google has to offer for teacher and taught? Using Sites, Google Earth, Wave, and more, you can turn your classroom into a place where you can share, collaborate, and publish on the World Wide Web. Read on to find out how you can put Google to work for your class.

### Advance search

In the early days of search engines, finding information was like fishing in a canal: You might hook something good, but you were just as likely to reel in an old tin can or a rubber boot. Now you often find exactly what you want. One reason Google works so well today is that there's so much for its robotic crawlers to explore. Google initially searched about 20 million Web pages; the companies' home page now boasts that it searches 3,307,998,701 pages.

## Calling Agent 001101

No one knows how the intelligent agents of the future might really work, and once you venture more than a few months out you are already into some seriously fuzzy territory. But you might imagine that this intelligent agent could gradually take on so many characteristics of your mind that it becomes something of a digital doppelganger, your shadow self. Perhaps this digital self could become a commodity, something marketable. Imagine that you have to write a paper for a class about the future of search engines. You don't want to use your own lame, broken-down, distracted, gummed-up-with-stupid-stuff virtual secretary to do your research. You want to download Bill Gates's intelligent agent, or Paul Saffo's, or Sergey Brin's, to help you ask smarter questions and find the best answers. For Example: There are primitive intelligent agents already. Amazon.com makes book recommendations based on your previous purchases and the judgments of others who have liked the same books you've liked. But this form of collaborative filtering is still fairly crude.

## Semantic Discussions

To achieve common sense, the Web needs to go through the infantile process of self-discovery. The Web doesn't really understand itself. There's lots of information on the Web, but not much "information about information," also known as "metadata."

## Qualities of Google

- Authority: It is clear who is responsible for the contents of the page. There is a link to a page describing the purpose of the sponsoring organization. There is a way of verifying the legitimacy of the page's sponsor? That is, is there a phone number or postal address to contact for more information? (Simply an email address is not enough). It is clear who wrote the material and are the author's qualifications for writing on this topic clearly stated. If the material is protected by copyright, the name of the copyright holder is given.

- Accuracy: The sources for any factual information clearly listed so they can be verified in another source. The information is free of grammatical, spelling, and other typographical errors (These kinds of errors not only indicate a lack of quality control, but can actually produce inaccuracies in information).it is clear who has the ultimate responsibility for the accuracy of the content of the material.

- Objectivity: The information provided as a public service. The information free of advertising If there is any advertising on the page, is it clearly differentiated from the informational content?

- Currency:

  There are dates on the page to indicate:
  When the page was written?
  When the page was first placed on the Web?
  When the page was last revised?

  If material is presented in graphs and/or charts, is it clearly stated when the data was gathered? If the information is published in different editions, is it clearly labeled what edition the page is from?

- Coverage: There is an indication that the page has been completed, and is not still under construction. If there is a print equivalent to the Web page, is there a clear indication of whether the entire work is available on the Web or only parts of it? If the material is from a work which is out of copyright (as is often the case with a dictionary or thesaurus) has there been an effort to update the material to make it more current?

## Present Status of Libraries

The transition into the Google Era has not occurred without some anguish. The stacks of a university library can be a rather lonely place these days. Due to the popularity of Internet Search Engine, It has reduced 20 % of Library Circulation at major Universities in the last five years. For most students, Google is where all research begins (and, for the frat boys, ends). Students typically search only the most obvious parts of the Web, and rarely venture into what is sometimes called the "Dark Web," the walled gardens of information accessible only through specific databases, such as Lexis-Nexis or the Oxford English Dictionary. And most old books remain undigitized. The Library of Congress has about 19 million books with unique call numbers, plus another 9 million or so in unusual formats, but most have not made it on to the Web. That may change, but for the moment, a tremendous amount of human wisdom is invisible to researchers who just use the Internet.

## The Early Web Was a Broken Library

What needs to be understood is that the early Web and its search engines were ineffective or inefficient precisely because they were a travesty of traditional library values. An incomplete list of those traditional library values would include the following:

- The library should have a collection of quality materials. For instance, *The Freedom to Read* includes the provision that "it is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression."
- This collection should be balanced, representing diverse views. For instance, the *Library Bill of Rights* states, "Libraries should provide materials and information presenting all points of view on current and historical issues." *Intellectual Freedom Principles for Academic Libraries* evinces a similar concern: "Preservation and replacement efforts should ensure that balance in library materials is maintained."
- The library should facilitate access to materials. For instance, *Libraries: An American Value* states, "We connect people and ideas by helping each person select from and effectively use the library's resources.
- Above all, the work of librarians is service, usually to the public, and private interest should not be allowed to interfere. Accordingly, two over-arching values are:
- The personal interests of librarians should not compromise service to the user. For instance, the *Code of Ethics of the American Library Association* notes, "We do not advance private interests at the expense of library users."
- The personal interests and political views of individuals in the community served should not be allowed to compromise library service to the community as a whole. This seems to be implicit, for instance, in the library value of opposing censorship. For instance, *The Freedom to Read* section 6 asserts, "It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards and tastes upon the community at large."

## Impact on libraries

The different levels and types of impact, as well as between short and longer Term impacts, through a planning cycle. The conceptual model is structured in five levels:

1. Changes in knowledge and skills of Professionals.
2. Changes in perceptions and confidence
3. Changes in specific behavior of User
4. Changes in quality of life
5. Changes in society and economy

## Google vs. Library Database

There are many reasons to use library databases rather than Google when conducting research: You are more likely to find academic or scholarly sources. These sources will most likely be peer-reviewed. You are more likely to find primary sources. You are more likely to find pertinent analysis and criticism. Many of these sources are available in full text. The resources you find in library databases are much more likely to come from credible sources. Searching library databases is very different than searching Google. Your search terms need to be adjusted accordingly. The following slide show demonstrates how to use key words to get the most results in databases.

## Libraries on the Information Superhighway

The Information Superhighway will not just be a faster Internet; in fact it is possible that many of the elements that current Internet users consider vital will disappear in the new infrastructure. Though the average consumer will have many more options than they do from their libraries today, attempts at mass distribution will likely favor mainstream big-budget programs over those that are controversial or appeal to a narrower audience. It is possible that diversity available from all sources will decrease and independent productions will be even further marginalized. And the adoption of an asynchronous architecture (a ten-lane highway coming into the library or home with a tiny path leading back out) would pose a significant barrier to those seeking to be information providers, and would favor a model of relatively passive consumption. And the kind of massification and leveling of culture that will follow is likely to be similar to the effects of library on culture.

## Your library online

"*Concept of library as branch. Anything you can do in the library, provide a way to do it online, 24/7 --- e-books, e-audio, online reference, online full-text magazines, newspapers, digital collections, online discussions, blogs, wikis, book reviews, online programs and displays, community services database, online tours, podcasting of story times and other programs, etc."* Sharon Morris, Colorado State Library

## Roles for library digitization

- Information infrastructure
- Information Provider
- Information Gateway
- Information Teacher
- Information Organizer
- Information Creator and Publisher
- Information Partner and Advocate

## Why Roles?

- A library can consciously chose roles and seek to implement them
- A library can also choose how to define and limit the way they implement a role
- Roles can be used in developing the mission and goals of the library
- What People Expect from the Library, Librarian's Professional Knowledge and Judgment

## Information Infrastructure

The library is run efficiently and effectively so that the library experience is positive for the user. The librarians make decisions about technology to purchase and use to benefit the library user.

### Characteristics

- The library has the technical infrastructure
- Satellite dishes on bookmobiles
- The librarians select technology for the library's operation
- Librarians are taught how to use the technology effectively
- Train, train, train staff in everything
- The library runs smoothly and efficiently
- The library continuously updates its website and other interfaces
- Library users reap the benefit
- Policies are in place on technology

### Examples

- Public access catalog links to all media – books, audio, visual, databases, and web
- Resource acquisition programs
- Self-checkout
- Automated check-in
- RFID library collection

### Infrastructure

- Communicate one to one to the public
- Automatic notification of reserves, reminders of books due
- Register patron profiles and send email (or text messages or IM) notices about new books, services, library programs based on that profile
- Private record of what has been checked out by each patron available to that patron
- Get feedback from users online
- Automatic evaluation when an online service is used
- Website searchable by multiple approaches
- All library forms online and accepted online: reservations, registration
- Online check-out and renewal and reservations
- All library policies are online

## Information Provider

People expect that the librarian will assist them to find the information they need Librarians access electronic resources on the information highway on behalf of users and loan to the user new forms of electronic information.

### Characteristics

- The Librarian access electronic resources to find information for the user
- Can be an extension of basic reference
- Useful for hard-to-find information
- Useful for busy patrons
- May be most appropriate in special libraries
- Library staffs are highly trained in search strategies of web/databases
- Customer service standards are high
- The library purchases and makes new technology available to users

### Examples

- Interlibrary Loan, Online reference-- 24/7,
- Text messages via PDAs, Collaborating with teachers,
- Service to government officials and staff, Services to business ,
- Loan iPods loaded with books, or other ebook or mp3 players,
- CD software, games, Xbox gam

## Information Gateway

People expect to be able to access the information highway through the library; Librarians establish policies, allocate resources and make decisions that result in patrons accessing resources through the library.

- Translate your website into different languages, arrange for translation on the fly
- Link to YouTube flicker
- Start a blog on community issues and let the public weigh in
- Website links to all media: books, e-books, databases
- Link kids to networking sites for science/history
- Let people search your catalog automatically when they find a book on Amazon to see if the library has it
- Provide downloads of music, books, films that the public can view on their computer or I-pod
- Let people tag their own interests and connect with people with the same interests –Create a Social Network

## Characteristics

- Provides capacity for people to access the Internet/Web through the library
- Libraries may be the only place for some people to get to the web
- Library explores new services for library users to use technology
- Analyze how people are using the library and respond to their needs
- Stay on top of what is ne

**Examples**

- Public Access Catalog connects to everything – books, audio, visual, databases, etc.
- Website links to all media: books, e-books, databases
- Link to statewide networks for resources your library does not have
- Provide email access for the public, including tourists
- Provide access to electronic databases
- Provide fully loaded ipods
- Belong to MySpace and create a profile for the library
- Create game clubs for teens

**Assistive Technology-TTD, large print, viewers, audio books.**

- Library Elf – notifies library patron about holds, library card activity **www.libraryelf.com**
- Engaged Patrons – library website add-ons: events, blogs, contact forms, RSS, web-engaged databases **http://engagedpatrons.org/**
- nkit – hosted website solution for public libraries **www.plinkit.org**
- LibraryThing – book lists **http://www.librarything.com/**
- **www.denverlibrary.org**
- **www.auroralibrary.org (e reader)**
- **http://myspace.com/denver_evolver**

## Information Teacher

People expect to learn how to use the information highway through the library Librarians teach people how to access, evaluate, and use resources on the information highway.

### Characteristics

- What does the community want/need to learn
- Librarians stay up-to-date on their own use of technology
- Need staff who know how to search and teach and be navigators of information
- Recruit community members to teach in addition to library staff
- Meeting amenities - LCD projectors for powerpoints, DVD, VHS, music
- **Teacher:** Four kinds of literacy (Jerry McCarthy)
  - Text
  - Computer
  - Resource
  - Information

### Examples

- How to use the world wide web
- Online databases
- Teach baby boomers how to use
- MySpace, Facebook, Ebay, Utube, Pod casting, Skype, MP3
- New fangled cell phones and PDA
- Text messaging and IM

## Information Organizer**:** People expect the library to present an organized approach to resources on the information highway. Librarians select and organize the approach to resources expediting access by users.

### Organizer

- Organize your resources online by geography, age, topic, media (See DPL)
- Real-time stories for pre-scholars (DPL, Aurora)
- SIN (Studies in the News)
- Library of Congress American Memory (www.loc.gov)

### Characteristics

Libraries have been organizing information for millennia; bring this to the information world

- What needs to be organized? What is unique to your community or region?
- Close to the publishing role
- Staff to gather and organize information – "catalogers of the community"

### Examples

Have your PAC link to books, websites, digitized resources, government information, multi-media, e-books. Collection and indexing of government information (print, audio, video). Digitization and index local history, music, etc.

- SDI (Selective Dissemination Information)
- RSS
- Sites where teens and adults review books
- Link reviews to the books in the PAC

### Information Creator and Publisher

People expect the library to provide information online that would not be available in the library did not create it. Librarians create or facilitate online information resources from raw data and make it accessible

### Characteristics

What needs to be created and published in your community or region?

- Librarians assign staff to gathering information
- Information has to be kept up-to-date

### Examples

- Community information Center
- Public TV station
- Genealogy index to common community names/newspaper
- Wiki software
- Digitization of resources
- Community photo album, current and historical -- flickr
- Information Partner and Advocate

### Conclusion:

The entire nature of the library offering electronic resources that are seriously underutilized by the public calls for a serious revamping of how library treat information electronically… If public libraries don't get into the act and figure out how to make all of their resources easily accessible then that "Community Center" is what we will become.

If we become irrelevant in the information delivery. Delivery of quality information is still vital to our mission, we know that when we work a reference desk or a children's desk, and people still need us but if that piece of the message isn't made more relevant to the public at large and we don't give effort to make it easier to use, we too will lose the vision.

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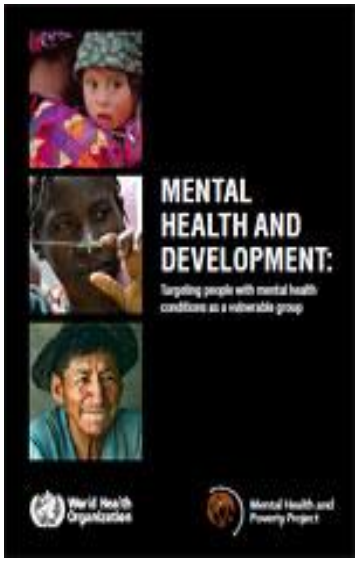
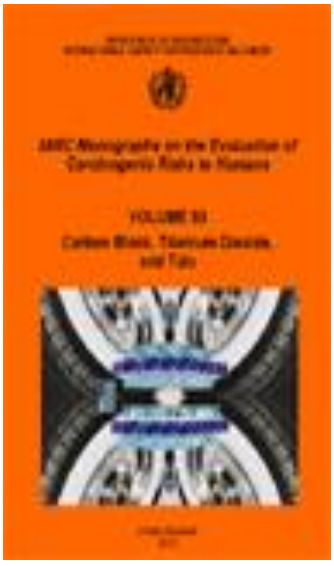
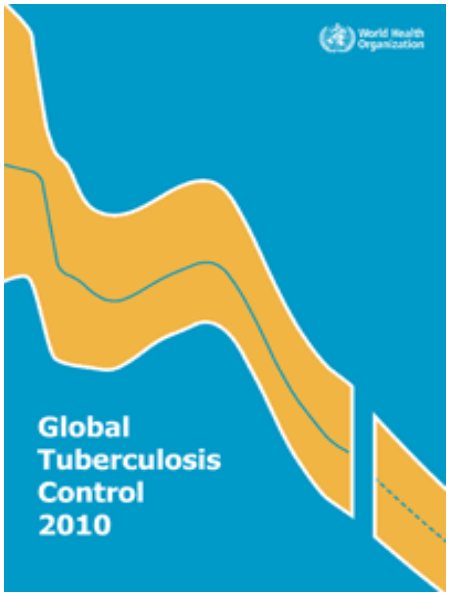
## NEW ARRIVALS



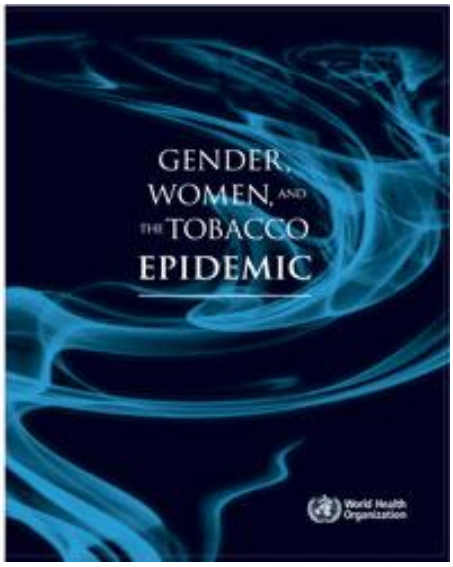

Abstract: the new WHO report on mental health and development is a call to action to all development stakeholders - governments, civil society, multilateral agencies, bilateral agencies, global partnerships, private foundations, academic and research institutions - to focus their attention on mental health. The report presents compelling evidence that persons with mental and psychosocial disabilities are a vulnerable group but continues to be marginalized in terms of development aid and government attention. It makes the case for reaching out to this group through the design and implementation of appropriate policies and programmes and through the inclusion of mental health interventions into broader poverty reduction and development strategies. The report also describes a number of key interventions which can provide a starting point for these efforts. By investing in persons with mental and psychosocial disabilities, development outcomes can be improved. Development stakeholders who would like to integrate mental health into their agendas, policies and programmes are encouraged to contact Dr Michelle Funk, Coordinator, Mental Health Policy and Service Development funkm@who.int.



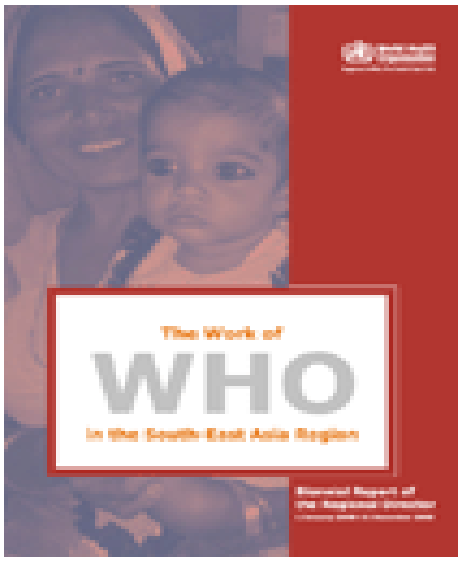
Abstract: The term ‘carcinogenic risk’ in the IARC Monographs series is taken to mean that an agent is capable of causing cancer under some circumstances. The Monographs evaluate cancer hazards, despite the historical presence of the word ‘risks’ in the title. Inclusion of an agent in the Monographs does not imply that it is a carcinogen, only that the published data have been examined. Equally, the fact that an agent has not yet been evaluated in a Monograph does not mean that it is not carcinogenic. The evaluations of carcinogenic risk are made by international working groups of independent scientists and are qualitative in nature. No recommendation is given for regulation or legislation. Anyone who is aware of published data that may alter the evaluation of the carcinogenic risk of an agent to humans is encouraged to make this information available to the Section of IARC Monographs, International Agency for research on Cancer, 150 cours Albert Thomas, 69372 Lyon Cedex 08, France, in order that the agent may be considered for re-evaluation by a future Working Group. Although every effort is made to prepare the monographs as accurately as possible, mistakes may occur. Readers are requested to communicate any errors to the Section of IARC Monographs, so that corrections can be reported in future volumes.




Abstract: Most comprehensive report ever on the progress made combating TB globally, according to the WHO press release. Some of the startling statistics given in the report include that there were 9.4 million new TB cases in 2009 – 3.3 million of which were among women, and 1.1 million among people with HIV/AIDS. Last year, an estimated 1.7 million people, mostly adults in their prime in Africa and Asia, died from TB, a preventable and treatable disease. On the upside, the report indicates that the TB death rate has falled by 35 percent since 1990 and the number of deaths is also declining. WHO also reports that 41 million people with TB have been successfully treated since 1995, and up to six million lives have been saved through directly observed short course therapy (DOTS) and the Stop TB Strategy. The report contains the most up-to-date data, complete with online profiles of 212 countries and territories. The WHO first began issuing these annual TB reports in 1997.

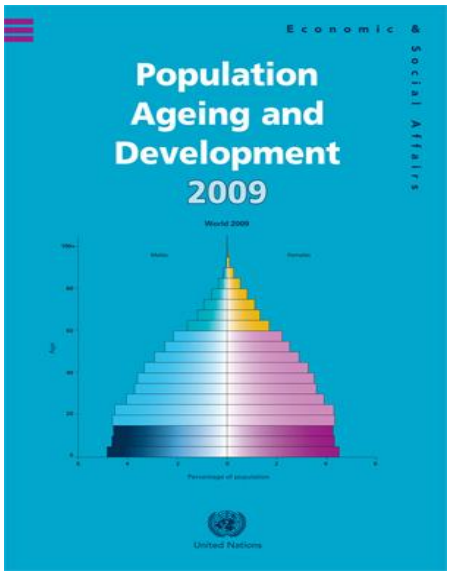



Abstract: This monograph contributes to the scientific understanding of gender, women, and tobacco in the context of efforts to control the global tobacco epidemic. Topics covered include determinants of starting to use tobacco; exposure to second-hand smoke; the impact that tobacco use has on health; addiction and cessation; treatment programmes; and gender and human rights policy. The monograph also addresses national economic policy with regard to tobacco control, international treaties, and strategies for tobacco-free mobilization at the regional and international levels. Special attention is paid to an analysis of policies that affect girls and women throughout the life course. Men's responsibility to protect women against second-hand smoke is also highlighted.




Abstract: As the lead UN agency in international health development, WHO has been collaborating with its Member States in the South-East Asia Region to strengthen national capacity in several areas of priority interest. Accounting for nearly one fourth of the global population the Region also carries a heavy burden of communicable and no communicable diseases. These factors are further compounded by inadequate resources and pose a unique challenge, which are being addressed by policy makers in the Region.

This biennial report on the Work of WHO in the South-East Asia Region for the period 1 January 2008 – 31 December 2009, covers the major areas of WHO collaboration, highlighting the achievements, challenges and the way forward. This report will be found most useful for all those interested in health development in the Region.




Abstract: The chart contains up-to-date demographic, socioeconomic and labour force participation indicators of the older population in 230 countries in the world, including reference to the urban-rural differences in population ageing. The indicators include the number and proportion of the population aged 60 or over, aged 80 or over, life expectancy at age 60; the percentage currently married, living alone and in the labour force among those aged 60 or over; the old-age support ratio, and the statutory retirement age.

# NEWS

## Library 4.0

Web 4.0 or Library 4.0 is yet in imaginations, which is getting developed day by day with the acceleration of ICT. Emergence of new technologies will demand librarianship with virtue of systematic and dedicated practices. Library 4.0 will accommodate (club) many of the services which are today, working in separate or independent domains. No doubt this generation of libraries will face lot of challenges from the users as well as technologies because whole web will give a desired virtual library system.

## E-learning in India- A wave

Over the past five years, Ministry of Human Resource Development (MHRD) has been busy in attaining the goal of making education accessible to every child, particularly among the marginalized sections in the rural areas. We are also addressing the gap that exists between the market demands and the available skill sets among professionals through the participation of private sector in the curriculum framework. Coming to the aspect of quality, infrastructure and faculty are two major concerns that need to be focused on. We are roping in as many colleges as possible under the ambit of the University Grants Commission (UGC) to upgrade their quality. The UGC and AICTE are also pursuing various measures to lure fresh graduates into research and teaching profession. The 11th Five Year Plan has kept a target of raising the gross enrollment ratio to 15% by the end of the plan year. This is where ICT steps in. Integration of ICT in education will give an impetus to our efforts to attain our target of increasing our gross enrollment ratio by widening the reach of education to the remote and marginalized areas of our country.

## Mobile Learning 2.0: The Next Phase of Innovation in Mobility

EDUCAUSE Learning Initiative 2010 Online Spring Focus Session although mobile learning has different meanings for different communities, we know that learning is deepened and enriched hen students have options for their learning for multiple paths through course content. Mobile technology not only enables students to take their learning with them beyond the physical walls of the classroom, but it also makes possible a new array of interactions in the classroom as well. Mobile learning encompasses participating in learning activities anywhere, at any time, and utilizing mobile technologies that are rapidly evolving. Possible applications of mobile technology include enabling authentic learning engagements (such as real-time data collection), spontaneous mash ups (such as populating a map with local data), synchronous interactions with classmates and subject experts, and a rich variety of interactions with course content. Precisely because of its fluidity and independence from physical boundaries, mobile learning offers vast potential to enhance all types of instruction: face-to-face, blended, and online. The goal of this focus session is to re-assess the potential of mobile technologies and identify new ways in which mobility can contribute to the learning experience.