

# Libridgets

**An environmentally friendly  
interdisciplinary project**



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Picture: Morten Oddvik



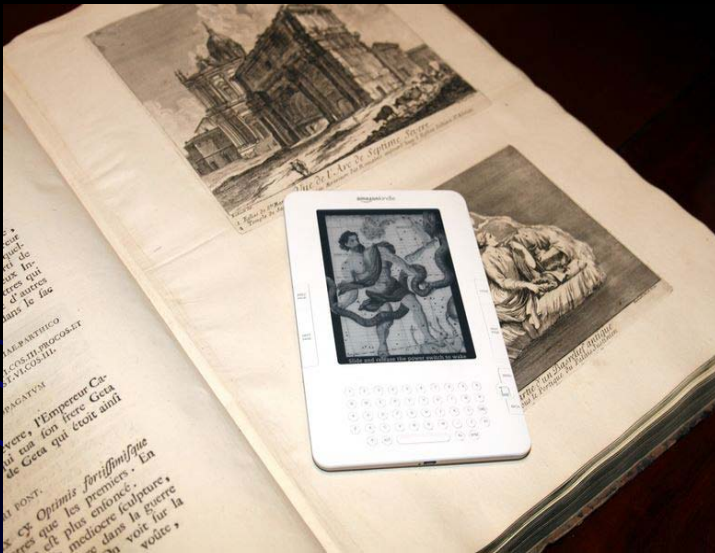
- How can the libraries play an active part in linking together technology, expert knowledge and learning?
- How can we promote our digital resources?

- Where did we start?
- Who did we cooperate with?
- Challenges?



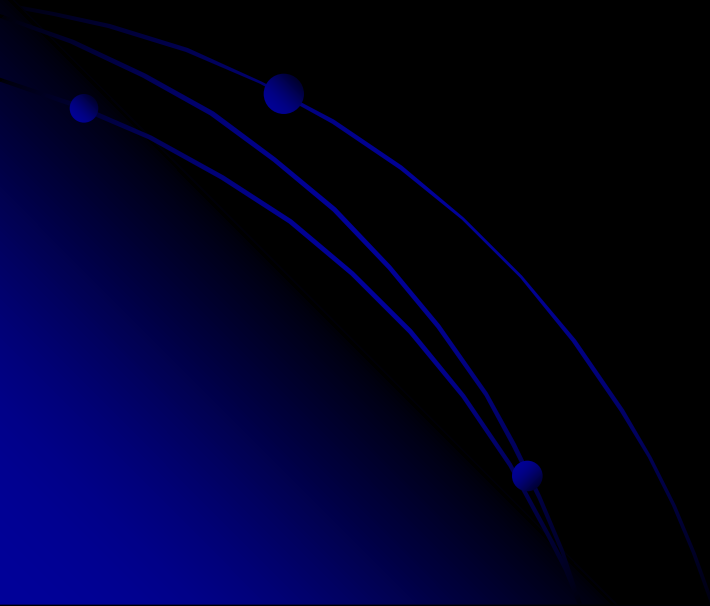
# New and old

- Educational program for teachers (PLU)  
46 students



- 12 with e-readers
- 7 iPad
- 5 kindle

# Target group interventions:

- Training sessions
  - Surveys
  - Individual feedback
  - Evaluation meetings
  - Interviews
- 

# Examine:

- To what extent/why are the e-resources in the library not (more) used?
- What do the students need?
- What are the demands from the academic communities?
- Who want the library in their team?



# Our arguments!

- **Bachelor expenses for an archeology-student: 2500 Euro**
- **Paper use; at Dragvoll library branch week 44-50 2009 Total: 557 353 sheets**

# Digital versus paper





# Practical problems

A person is holding a white tablet computer. The screen shows a document with a QR code and the word 'Lecture' in a green font. The person's hand is visible, and they are wearing a dark jacket. The background is slightly blurred, showing what appears to be a classroom or lecture hall setting.

- Digital literacy not required from the university
- Copyright issues
- Technical methods and media
- Practical use

# Student feedback -positive

- All in one gadget
- Environmentally friendly
- Good readability
- Several media simultaneously

# More feedback

- Kindle: No page numbering
- Kindle: Not possible to turn pages or make annotations in a pdf-file
- Iannotate costs money
- iPad: *"Synchronising across different standards and platforms can be frustrating"*



- Pros:

- Collect large amounts of text
- Good readability
- Easy access to literature

- Cons:

- Technology not good enough (yet) for academic reading
- Requires an interest in technology

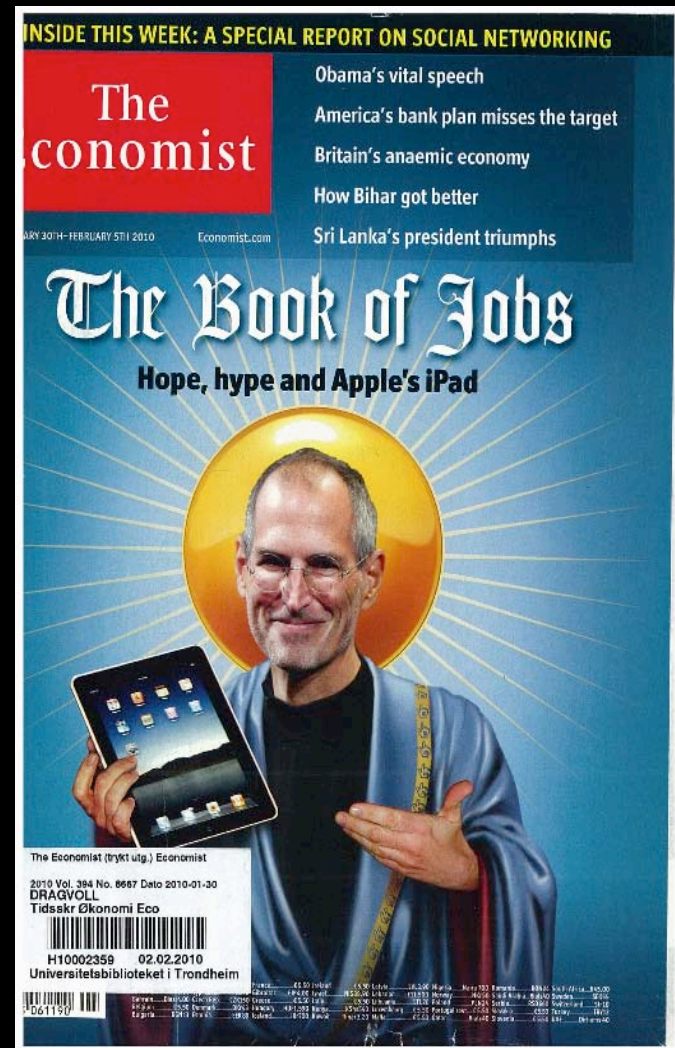
**What is the most important experience or knowledge you have acquired by using an e-reader in this project?**

- The information is easy available. I can read in my sofa and be comfortable.
- The e-reader works well as a replacement for the printed book.
- The fact that all the curriculum was available to me from day 1 resultet in less time spent and quick/efficient reading.



# A political choice?

- Do we influence the students?
- Are we influenced by technology?
- How can we measure effect?
- What is the learning outcome?



# NTNU University Library

- Large % of budget used on e-resources
- Not used as much as we could wish for
- The large e-book packages does not contain many curriculum books
- Moderate availability/accessability



# Marketing the e-resources at the library

- E-readers may cause positive publicity for the e-resources (and the library)
- Newspapers and bloggs write about them
- Commercialisation?

# The project has generated contacts (networking)

- Kopinor (Copyright organization)
- Other university libraries
- Library Director
- Rector`s management team, NTNU
- IT-department, NTNU

# E-curriculum services at the library?

- We have tried (a pilot) production of electronic compendiums at the library.
- Possible task for the library
  - Copyright issues largest obstacle
  - Other participants competing in this market

# THE BATTLE OF THE FUTURE IS ON!



Start playing

The winner gets  
the prize



Snasne premier til  
de 100 beste spillerne!





# The road ahead?

- Cooperation with publisher(s)
- Interlibrary cooperation?
- Another e-reader project?
- Many challenges.