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Conference pack



Aloha.

Hi. You came! Thank you. We knew you were awesome from the start :)

Welcome to i2c2, the Innovation, Inspiration and Creativity Conference: Using Positive Disruption to Improve Libraries.

We are truly excited about the programme. Expect two days of challenges, great keynotes and talks, and stimulating workshops. Most importantly though, this is a chance to share ideas with experts, creatives and troublemakers on a wide range of library related topics: physical space, use of technology, information literacy, collaborative working, and staff development.

You'll find in your conference pack a small bag with LEGO and a challenge card. We'd like you all to try and meet this challenge over the two days and work together in any moment you have to build a model – see the card for more details.

We're also inviting you all to consider writing something for the conference book – see later in this booklet for more information.

The backchannel.

As you know, the Twitter backchannel is the place for the gory details and in-depth analysis - join the chat using #i2c2 and follow @i2_c2 for the "official" account.

The games.

We've included a few Tiny Games (from <http://hideandseek.net/projects/tiny-games-app/>), we may ask you to play some of these during the conference ... in fact, why don't you have a go at "beheading" right now? Go on, it'll be fun ...

The interwebz.

Wifi is available throughout the conference building, password is **customerfirst**

The venue

Refreshments are available throughout the day, help yourselves to drinks whenever you need them and use the space in the middle of the venue to chat to fellow delegates.

There are balconies either side of the venue, one for smokers, and one for non-smokers. Just pop outside if you need some fresh air...

The thanks.

We'd also like to thank the sponsors of the conference, without which it wouldn't be possible, especially CIIS (Centre for Innovation in Information Services) at the University of Huddersfield, who through Computing and Library Services provided considerable staff time and resources to i2c2. Details of all our sponsors can be found below.

Finally, we hope you'll all enjoy yourself, be challenged, and go away invigorated and ready to continue to make a difference in libraries, wherever you work.

With love and hugs,
Andy, Ellie, Nancy, Matt

Beheading

A game for everyone on Twitter during the whole conference ...

In this game, you're going to try to "behead" a fellow delegate by covering their head (or part of their head?) with your thumb, a piece of lego, a drink, in fact anything you want - and take a photo of them.

Your aim is to take a photo of someone "beheaded" in this way and post it to the #i2c2 Twitter stream.

You never know, there may be a small prize for the best beheading during the conference. Of course, if it looks something like this, we'll know you cheated...



Photo by Laura Blanc (http://instagram.com/p/ZmzOath91_/#)

More Tiny Games later in the booklet!

Sponsors pages

Many thanks to all our sponsors, especially our Silver, Gold and Platinum sponsors (in no particular order) Credo, Bibliotheca, 2CQR, the CILIP Information Literacy Group, and the University of Huddersfield Centre for Innovation in Information Services (CIIS). Though we don't want to forget our other sponsors either, including Taylor & Francis (who sponsored a lucky delegate), Facet Publishing, Ashgate, Springer, Key Note and Innovative Libraries (who'll be publishing the conference book and sending the e-version out free to delegates). You'll find several of our sponsors in the "Build" room ... where appropriately we'd also like you to build your combined Lego model 😊





Credo has been busy building a set of tools and capabilities to help our librarian customers achieve more with less. Libraries are under pressure and we believe it our responsibility to do everything we can to help!

How does this translate into what Credo can do for you? Credo currently has four main capability areas.

1. Online Reference Content enables users to understand topic background and develop key vocabulary to search effectively. Credo's content provides a great solution as more libraries free up print space for other purposes e.g. creating learning commons.
2. Discovery technologies help users progress in the research process and promote awareness and usage of your other resources.
3. Library Instruction and Promotion Services help users better understand the role of the library and its services. Libraries often lack the staff time, technical resources and expertise to deliver engaging multimedia instructional and promotional materials.
4. Information and Digital Literacy Services help libraries meet the increasing need to develop information skills among users; skills vital in becoming an effective lifelong learner. Credo's bespoke information literacy courses help libraries deliver high quality instruction and assessment and measure impact.

As you can see, we have been busy in recent years. Come and talk to us!



Formed from the merger of three of the biggest library technology companies in the world to combine knowledge, expertise and market intelligence, Bibliotheca is now the largest company dedicated to the development, deployment and support of RFID, EM/RFID hybrid and barcode-based library solutions.

With offices in eleven countries and distribution partnerships in over thirty-five others, we are proud to hold over 4,000 unique library customers with a deployed equipment range of 20,000 items, which includes nearly 6,000 self-checkout kiosks and over 400 automated materials handling (AMH) systems. We develop solutions that facilitate and enhance library operations. Together with libraries, we implement the best functioning, easiest to use, most cost efficient self-service and automation systems available.



RFID...much more than security and self-service

There are those that do, those that don't, those that think they do and most of us who wished we could...understand RFID. Here are some real products with proven results and inspired users, not just safer media and easier self-service.

At a recent CILIPS conference Ellen Gallacher caught many people's imagination with her presentation of work with pupils in a Glasgow secondary school using 2CQR's WonderWall. This multimedia, interactive bookshelf with a touchscreen computer allows users to access information held on RFID tags. The WonderWall also offers; catalogue and web search facilities, reader guides, pictures, movies and many more features.

One of the extensions we discussed with librarians following the success of the WonderWall was for a PopUp library, a portable media and book storage unit with

options for self-service, RFID and Mifare plus the presentation opportunities via the WonderWall multi-media technology.

Our latest development, installed in the University of Bedfordshire, picks up on the phenomenon of "click and collect". Used to take the uncertainty, postal reliance and "while you were out notes" away from online shopping we are now seeing the library market embrace this similar but library dedicated proposition. So impressed are the first users that they have ordered another one!

All these products are impressive, highly functional and desirable additions for any library. More importantly all are created through consultation with librarians, users, IT departments, LMS suppliers and specialists in technology beyond the library market.

Note.

2CQR have worked exclusively with librarians for over two decades, consistently meeting the challenge to deliver solutions in self-service, intelligent displays, stock management, access and security. Originally founded on EM (Electro-Magnetic) systems, we are now leaders in RFID (Radio Frequency Identification) technology.

Our specialist system planning and software expertise complements our reliable and dedicated products, which in turn are supported by our network of trusted consultants and engineers providing service, maintenance and long-term support.

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Programme

At a glance

Day 1

08:30-09:30	Registration
09:30-09:45	Welcome
09:45-10:45	Keynote: Brendan Dawes
10:45-11:15	Break
11:15-13:00	Parallel Sessions 1
13:00-14:00	Lunch
14:00-15:00	Group challenges
15:00-15:30	Break
15:30-17:00	Parallel Sessions 2
18:30-22:00	Conference dinner (buffet & drinks) at The Portico Library, 57 Mosley St, Manchester M2 3HY. (www.theportico.org.uk) Make your own way there, it's within walking distance!

Day 2

08:30-09:30	Registration
09:30-10:30	Keynote: Dave White
10:30-11:00	Break
11:00-12:00	Parallel Sessions 3
12:00-13:00	Group challenges
13:00-14:00	Lunch
14:00-15:30	Parallel Sessions 4
15:30-16:00	Break
16:00-17:00	Plenary

Detailed programme

	Rise / Shine	Buzz	Work	Grow	Extra!
Thursday 11:15-13:00 Parallel Sessions 1	<p>Sam Helmick and Mallorie Graham. Echoes in the Library: Programs & Services for Users in Their 20s and 30s</p> <p>Alison Sharman, Martin Philip and Kirsty Bower. The Roving Librarian: from wowing students with tablets to tempting them with cupcakes</p> <p>Jade Kelsall, Sam Aston, and Michelle Schneider . A tale of three cities</p>	<p>Lego Serious Play workshop Andy Priestner, Meg Westbury, Matt Borg.</p>	<p>Penny Andrews and Sue Lawson. LibraryBox - taking the open library to the people</p> <p>Karen Munro & Amanda Morgan. Guerrilla ethos: what academic libraries can learn from tactical urban libraries</p>	<p>Paul-Jervis Heath. A designer walks into a library...</p> <p>Stuart Hunt. Ditch your collections and get a content strategy</p>	
Thursday 15:30-17:00 Parallel Sessions 2	<p>Jane Gallagher, Kathryn Gerrard and Kirsty Wallis. Innovation through Discussion : LibChats at the University of Kent</p> <p>Becky McClen and Chrissie Stevenson. Would I lie to you? (How S4L@uniofsunlib quizzed students' academic language skills)</p> <p>Ann-Marie James. Using a common reader to create an uncommon experience!</p>	<p>Andrew Whitworth, Maria-Carme Torras Calvo, Bodil Moss, Nazareth Amlesom Kifle and Terje Blåsternes. Mapping the information landscape: Using Ketso to help academic librarians understand and manage change</p> <p>Megan Lotts. Implementing a Culture of Creativity: Engaging Events and Making in the Academic Library</p>	<p>Nicholas Campbell and Lorraine Beard. Innovation and Ice-Cream: Pushing the Boundaries of Student/Staff Innovation at The University of Manchester Library</p> <p>Ginger Williams. I mentor my d@mned self</p>	<p>Antony Groves and Chloe Barnes. How would Theresa May respond if all available copies of a book she urgently needed were out on loan?</p> <p>Alison Sharman. Social Reading: an Action Research Study</p>	<p>Dave Parkes, Beating the Bounds: A Psychogeographic Library Exploratory.</p>

	Rise / Shine	Buzz	Work	Grow	Extra!
Friday 11:00-12:00 Parallel Sessions 3	Trevor Horsewood. The Library Press Project: People, Publishing, and Public Libraries Rosie Jones & Ros Bell. The Alan Gilbert Learning Commons: fueling creativity and inspiring thought	Christina Mune and Mallory Debartolo. Library Design Challenge - Make-a-Space Workshop	Deborah Boudewyns and Jill Luedke. No Politics Allowed: Inspired Teaching and Lifelong Learning	Isabel Gonzalez-Smith, Leo Lo and John Jung. Bringing it Home: Tools to Bridge the Gap Between Inspiration and Real Action	
Friday 14:00-15:30 Parallel Sessions 4	Short talks (between 5 and 15 minutes) <i>Programme for these will be published on the day!</i>	Robert Farrell, Indirect Innovation: Spotting and Realizing Your Library's Hidden Opportunities	Andrew Walsh: Making games workshop	Deborah Harrop and Bea Turpin. What makes an informal learning space? Andy Ryan. Cityread London - how to generate big bucks through partnerships and collaboration	

Keynotes (Rise / Shine room)

Brendan Dawes : Fillings for Rectangles.

09:45-10:45, Thursday

Ever since his first experiences with the humble ZX81 back in the early eighties, Brendan has continued to explore the interplay of people, code, design and art through his work for various clients and on brendandawes.com where he publishes ideas, toys and projects created from an eclectic mix of digital and analog objects.

Fillings for rectangles is how he often describes his work. Over the years those rectangles have come in various shapes and sizes including websites, iPhone apps, posters, books, electronic circuits and pieces of plastic. Whilst his output takes on many forms, running through all his work are consistent themes of playfulness, curiosity and experimentation.

He believes passionately in putting new objects into the world that disrupt the status quo and ask questions about accepted practices; such as his Doodlebuzz news interface – a celebration of chance encounters and serendipity – featured in the Talk to Me exhibition at MoMA in New York and earlier won a D&AD award for interface design.

David White: Think Less - Search More?

09:30-10:30, Friday

How should libraries respond to the 'Think Less - Find More' philosophy of the Web? Many learners assume that digital technology should be providing the 'correct answer' and any need to evaluate sources is a side effect of the tech not working as well as it could. They are caught between the credibility of traditional sources and the relative convenience of new forms of knowledge online. How should the library go about challenging unthinking approaches to information whilst supporting learners as they negotiate an ever expanding knowledge ecology?

What can the library do to reach out to learners/users in the spaces they inhabit online in a manner they will find relevant?

David currently co-manages Technology-Assisted Lifelong Learning (TALL), an award winning online-learning research and development group at the University of Oxford. He researches how students and staff engage with the web for their learning and the ways in which they develop their identities online. David has led national studies on Online Learning and 'The Digital Student'. He is currently Co-PI on the international Digital Visitors and Residents project.

Parallel Sessions

Thursday, 11:15-13:00, Rise / Shine Room

Sam Helmick & Mallorie Graham,

Echoes in the Library: Programs & Services for Users in Their 20s and 30s

(30 minute paper)

Echo Boomers are the catalyst to several social, economic, and technological changes. This generation, also referred to as Millennials or Generation Y, have shown to be a more tolerant and open demographic in society. They are always digitally connected and are shifting the practices of information curation, retrieval, and analytics. However, this is the smallest group of community users in public libraries today.

Their proficiency in obtaining information and entertainment as well as the tendency to delay family planning has left libraries practically off the radar of echo boomers. The objectives to library services for 20s & 30s is manifold and include: introducing this important group of our voting population to learn and appreciate the services offered to their community, promoting life-long learning and edutainment commitment, showcasing public libraries in an attractive light, as well as offering alternative economic services for job seeking, education, networking and entertainment.

Practical experiments in outreach, services and programming has proved to be successful on a local level in the Burlington, Iowa, community. The success of these practical experiments were measured in new library card registration, check out increase, and program attendance which sought users feedback through online survey. The continued practices of library services geared to the echo boomers was introduced at the Iowa Library Association Conference which produced rich state-wide data from public libraries. This paper is also an approved presentation for the Public Library Association's 2014 conference.

Participants are encouraged to bring questions, stories and concerns of implementation to bring focus to their library's needs and to help the speakers assist in methodology to serve individual communities.

Alison Sharman, Martin Philip & Kirsty Bower,

The Roving Librarian: from wowing students with tablets to tempting them with cupcakes

(30 minute paper)

2011 saw the launch of the Roving Librarian initiative at the University of Huddersfield. Its aim is to offer personalised help away from the traditional library environment, in social settings or School resource centres. It was started as a result of the Library Impact Data Project which highlighted a correlation between library usage and academic success. In response to this project and additional focus groups conducted at the University over the last two years, librarians have concentrated on roving as a means of promoting the library to students who make minimal use of these services.

It hasn't been all been plain sailing. How do you get students rushing from one lecture to another to stop and talk to librarians? How do they know we are librarians and not dodgy sales persons after their money? After much experimentation with venues and the fine tuning of roving strategies, as well as listening to student feedback and receiving external roving training, the project has developed and the roving librarian has been rebranded.

This paper will recount the evolving story of the roving librarian. With the aid of our roving stall which we will set up for the occasion complete with freebies, banners and cupcakes we will share our experiences and highlight some potential keys to success.

Jade Kelsall, Sam Aston and Michelle Schneider

A tale of three cities

(30 minute paper)

It was the best of times, it was the worst of times...

On a typical day at Skills@Library Michelle, an enthusiastic academic skills adviser, decided she wanted to encourage students at the University of Leeds to engage with social media to enhance their studies. But she had a problem: Michelle was no expert!

An unsuspecting social media guru at the University of York was tweeting away when he received a phone call. "Ned!", Michelle cried, "I need your skillz!" Ned responded "I'm in, I know loads about social media and it would be great if students here at York did too". A collaboration was born.

Michelle and Ned now had the impetus and the knowledge, but they soon realised they had no way of putting it all together. Skills@Library were still mourning the loss of their learning technologist extraordinaire Jade, who had recently crossed the Pennines to the University of Manchester.

Michelle and Jade had been persevering against the odds with their unlikely friendship. By a stroke of luck, they had been discussing this project at the best pub quiz in town (Speed Quizzing – look it up!) Jade exclaimed "we've been wanting to create something around this but we're snowed under producing all our new amazing online resources. Tell you what, I'll get Sam my new fave colleague on board: she's awesome at dig skills so if you guys create the content, I'll build the resource". They were go for launch....

This session tells their story:

- * How did they navigate three sets of institutional red tape?
- * How did they keep on track with four lots of differing priorities?
- * How did they communicate and collaborate across the Pennines?
- * How did they make sure work was delegated evenly?
- * How did they create content that would be useful for students at all 3 universities?
- * And how did Shed Seven make an appearance in the story?

Come with your own ideas for projects you'd like to work on but don't have the skills or resources to complete on your own. As well as providing plenty of opportunity for discussion within the session, we'll also try to match you up with others in the room who share your way of thinking so you can start your own story...

Thursday, 11:15-13:00 Buzz Room

Andrew Priestner, Meg Wetbury, Matt Borg
(Maximum 18 delegates, first come, first served...)

Lego Serious Play workshop.

(90 minute workshop)

There is almost universal agreement that LEGO is fun to play with, but much less is known about its value as a tool for solving problems, opening up discussions, and looking at issues from a new perspective.

LEGO SERIOUS PLAY is a methodology which has been adopted across the globe in the corporate sector, and increasingly beyond it, as just such a tool, whereby participants build models and complete tasks assigned to them by trained facilitators to encourage a fresh look at their working lives. This workshop will involve participants building models of their work existence and the challenges we face as we seek to make our library services more innovative.

Thursday, 11:15-13:00 Work Room

Penny Andrews & Sue Lawson

LibraryBox - taking the open library to the people

(60 minute paper)

The LibraryBox is an adaptation of the PirateBox, designed by Jason Griffey. The PirateBox is a way of sharing copyrighted materials without using the internet, by creating a network anyone can join using a box containing a Linux router and a hard drive full of goodies. The LibraryBox moves this into our domain by using a box to share library materials and important information away from the library building or online services.

We will explain how the LibraryBox can be used to overcome issues around content access and filtering, improve digital literacy, take the library roaming beyond the boundaries of the building or even the mobile phone signal and to share Creative Commons and Open Access content from the community and beyond alongside the skills to create and use the content.

Everyone will be able to download content from the LibraryBox during our session and understand how to use it out in the field to improve their advocacy, outreach, teaching and their community. Leapfrog the council/university firewalls, share ebooks in locations with no internet access and create a presence outside the library itself - in pubs, football matches, concerts, coffee shops, trams and buses!. Create a local internet for your library treasures. Share work by local artists and writers, music from local bands, treasures and archives from your collections and communities. Share open research and data, and let knowledge travel. LibraryBox will let librarians “share files with anyone, anywhere, even off the powergrid” (Jason Griffey). What will you do with yours?

Karen Munro & Amanda Morgan

Guerrilla ethos: what academic libraries can learn from tactical urban libraries.

(30 minute paper)

The term “tactical urbanism” may not be familiar to everyone, but its methods are increasingly visible in cities around the world. The tactical urbanist movement is a loose conglomeration of strategies focused around a participatory approach to urban development, and is known by a variety of epithets including “guerilla urbanism,” “pop-up urbanism,” and “D.I.Y. urbanism.”

Examples of tactical urbanist strategies include yarnbombing, depaving, guerrilla gardening, and pop-up shops. Some of these strategies are driven by consistent, centrally-organized effort, such as the Portland, Oregon-based Depave movement (<http://depave.org>), which promotes pavement removal, and global Park(ing) Day (<http://parkingday.org/>), which stages temporary public parklets in street parking spaces. Other strategies--such as yarnbombing (knitting or crocheting around public fixtures such as bike racks and bollards as an artistic statement) and seedbombing (throwing seed-and-soil “bombs” into vacant lots and other uncultivated areas in order to grow wildflowers or food) are more ad hoc, practiced by an individual or a small group of like-minded people without a formal connection to any sponsoring organization.

However, all tactical urbanist strategies share some characteristics. They are community-focused, inexpensive, entrepreneurial, and easy to replicate. Most of all, they are accessible to the ordinary individual, without the need for specialized training or qualifications. The goals of tactical urbanism are to participate in an ongoing, iterative process of urban development; to enliven the city for ordinary people; to creatively circumvent the fixed, formal processes of urban planning departments; and to empower ordinary citizens to make their urban environment more liveable. Urban planning journalist Nate Berg comments that, “The goal is not to simply do a cool project that will get cleaned up by the city or thrown away, but to make something – even something temporary – that will change how a place works and is perceived. And once that change has been made, to figure out how it can be made again or made permanent.”

(<http://www.theatlanticcities.com/neighborhoods/2012/03/guide-tactical-urbanism/1387/>)

Academic libraries have occupied a central role in higher education for thousands of years, and for many people they represent the culmination of intellectual stability and tradition. But are there lessons that academic librarians can learn from tactical urbanists? As the world becomes more digital, more fragmented, more inter-connected, more crowded, and more uncertain, can the guiding principles of tactical urbanism help academic librarians to navigate change successfully, while strengthening relationships with their audiences?

This paper examines tactical urban library strategies ranging from “little free,” mini, and pop-up libraries through to the libraries of the Occupy movement, “street” libraries in New York and Portland OR, formal and informal public reading events in Mexico and Argentina, and mobile and improvisational book-lending services in the United States, Brazil, and Colombia. It highlights common themes in their tactics, and suggests ways in which academic libraries of all scopes and sizes might benefit from examining the culture and attitudes of tactical urbanism.

While individual tactics (pop-up service points, remote user services, etc.) may or may not serve any given library, the paper argues that an open-minded examination of the underlying principles of the tactical urbanist movement can itself benefit a more traditional organization. Adopting a positive attitude toward experimentation, improvisation, inclusion, and spontaneity can create fissures in organizations attempting to navigate uncertainty and change. This paper argues that these fissures can be productive if they are well-managed.

Academic libraries that are faced with justifying or reinventing their presence on campus are already undertaking a massive endeavor. The entrepreneurial and energetic spirit of tactical urbanism can help support that effort. Applied with care and an understanding of context, the tactical urbanist ethos can help connect the academic library to its users and its community in powerful ways.

Thursday, 11:15-13:00 Grow Room

Paul-Jervis Heath,

A designer walks into a library...

(60 minute paper)

It sounds like the start of one of those jokes that rely on professional stereotypes, doesn't it? But this isn't a joke. Designer and innovation consultant, Paul-Jervis Heath was hired by Cambridge University Library to establish a design practice and run an innovation programme within the Library. He had deliberately stepped into a complex context where the traditional models of publishing, education and librarianship are being disrupted.

In this talk, Paul-Jervis will share some of the human-centred design techniques he has been employing at Cambridge University Library to involve library users and librarians in collaborative innovation. These include design research, sketch hacks, design jams and innovation labs.

He'll also reflect on the successes and the lessons he has learned from bringing design practice and applying design thinking in a library context.

Stuart Hunt,

Ditch your collections and get a content strategy

(30 minute paper)

Libraries are in danger of becoming, or have already become, museums of the book. There has been too much emphasis on the library as the custodian of the collection. Libraries need to move away from thinking, planning, and organising around the collection and, instead, focus on their content strategy. As the physical space of the library flexes with the patterns of usage, changing according to evolving needs, so the library must take a similar approach to content. Focus needs to move from the book as artefact, to content and its contextual delivery. If the library is to avoid becoming a heritage or memory institution, it must adopt a robust content strategy.

This paper will drive home the importance of moving away from a collection to a content strategy, particularly within the HE sector. It will highlight the importance of different approaches to content delivery. It will emphasise that, if libraries continue to focus on collections and collection strategy, they should be re-branded as museums. Only by adopting a content strategy will the library evolve and thrive.

Thursday, 15:30-17:00, Rise / Shine Room

Jane Gallagher, Kathryn Gerrard and Kirsty Wallis,

Innovation through Discussion : LibChats at the University of Kent

(30 minute paper)

In a world where information is diverse and complex, the key to keeping up is to stay connected and embrace change. While no single information professional can possibly achieve this alone, together we are stronger. Since 2011, we have been inspiring innovative discussion in the University of Kent's Information Services department through a series of talks known as 'LibChats'.

LibChats were designed to provide a mechanism to share good practice, to discuss innovation in library related matters, to showcase projects and to share information across teams. It involves inviting speakers external to the University to share innovations and insight from their institutions, as well as internal speakers discussing projects, conference attendance and aspects unique to their role.

We would like to share the ideas and inspiration of these sessions with the wider information community and inspire similar creative ventures. To do this, we propose a thirty minute session in which we will briefly introduce the concept and host an informal LibChat-style discussion to explore the potential application to other institutions. We hope that this will inspire others to embrace the idea in their own workplace.

Becky McClen and Chrissie Stevenson

Would I lie to you? (How S4L@uniofsunlib quizzed students' academic language skills)

We would love to share our story about “Would I lie to you?”: a multi-platform, multiple choice, true/false game to develop academic language skills at the University of Sunderland. It’s quite a short story, so we’ll have loads of time in our 30 minute session to play the game with you too.

The Skills for Learning group at the University of Sunderland was formed in September 2012. We’re a motley crew of liaison librarians, a learning technologist, careers advisor and study skills guru. Three of us had a lovely day out at Leeds Met Uni in December 2012, learning how to develop games for libraries with Andrew Walsh...and it was here that the seeds of inspiration for “Would I lie to you?” were sown. We made some new friends - Eleanor Johnston (Staffordshire University) and Sharon Potter (Nottingham Trent University) - who joined our gang to develop the game.

Since then, we’ve worked together to develop true and false definitions for 25 common academic language words and phrases, as well as some feedback information for students who pick incorrect answers. The game has been developed into 3 formats: decks of true/false cards; an online quiz on the VLE and an interactive web version (actually, we’re still developing that last one, but it will be finished before the conference!)

“Would I lie to you?” launched in September 2013 and has been used in library inductions, sixth form transition events and partner college roadshows. We’ve had some lovely anecdotal feedback from students and academic staff who’ve told us that our game is a fun way to learn about quite a boring topic!

The next chapter of our story will involve us having conversations with students to help us adapt and develop the game, make more games to help develop other skills in a fun way (there’s a plagiarism quiz in the offing) and share our story with our academic colleagues.

Ann-Marie James

Using a common reader to create an uncommon experience!

(30 minute paper)

The Great Read At Birmingham (GRAB) is a common reading programme which Library Services at the University of Birmingham has used to create an innovative and distinctive student experience. Widespread in America, common readers are still relatively rare in the UK, and whilst in its 3rd year at Birmingham, the programme is new to Library Services. Rather than running a traditional programme based around an author lecture or essay competition the GRAB team have re-defined the boundaries of the common reader programme, creating a positively disruptive experience.

This presentation will outline the background to this year's GRAB programme, with 6000 copies of the book 'The Incredible Human Journey' by Professor Alice Roberts being distributed to over 6000 students, and 600 academics. The creative ways in which GRAB has been used to engage students in a central programme of events will be covered, starting with a photo competition for students of 'their incredible journey' followed by a GRAB-themed quiz and bookcrossing event, to support the University's Welcome activities. The presentation will then cover the climax of the programme, a TEDx style conference, with short inspirational presentations from eminent academics across the disciplines, designed specifically to inspire the students.

GRAB has also proven a useful vehicle for library collaborations and extending liaison. The presentation will explore the professional networks developed, with the team working with divisions such as Hospitality for book distribution, the Student Experience team for inclusion in Welcome activities, and Digital Communications for promotion. Furthermore, academic liaison has been enhanced as Subject Advisors have worked directly with nominated academic GRAB representatives to devise and deliver activities and events for GRAB, within the discipline. These have ranged from a 3 minute presentation competition run in Theology and Philosophy on 'What is it to be human?' to an interactive lecture from professor Roberts in the University's geological museum using their fossil evidence, and a more traditional lecture from History exploring the written and fossil record. The ways and benefits of student involvement in the project will then be outlined, from their inclusion in the panel choosing the book, distribution at the Welcome stand, and planning and delivering parts of the GRAB student conference.

In all GRAB has provided an opportunity for enhancing the student experience, and developing new, and strengthening old, collaboration throughout the organisation. Moreover, by implementing an innovative programme, GRAB has been motivating and inspiring for all those involved, and enhanced the perception of Library Services as a creative and modern organisation. The presentation will end with an evaluation of GRAB 2013 and plans for the future.

Thursday, 15:30-17:00, Buzz Room

Andrew Whitworth, Maria-Carme Torras Calvo, Bodil Moss, Nazareth Amlesom Kifle and Terje Blåsternes,

Mapping the information landscape: Using Ketso to help academic librarians understand and manage change

(60 minute paper)

This workshop is based on activities undertaken in the first phases of the Bibliotek i Endring (BiE) or "Changing Libraries" project, a collaboration between the universities of Manchester, Stavanger (Norway) and the Høgskolen i Bergen (Norway). Organisational change in academic libraries has not previously been studied from perspectives which emphasise practices and the learning which takes place in communities of practice.

BiE is working with two academic libraries, both facing significant change: one because it is merging several campuses into two, the other facing a change of library director. How do the librarians learn their way through these changes? What information, working relationships and social networks do they draw on to do so, and can this process be observed as it unfolds over the course of a year?

The first phases of the project gathered data from participants regarding how they perceived the social networks in which they were embedded at work. Participants drew a map of this network, and “thought aloud” as they did so. A scoring system was then used to measure their perceptions of proximity within this network. Sociograms were drawn of both institutional research locations, showing that one was divided into two distinct clusters whereas the other was more connected, though both networks had isolated members. Cross-references were also made with how interviewees perceived their ability to enact change in their practices and those of others.

These conclusions were presented to participants for member checking, and are now driving the next phase 3 of the research, in which change in these informational environments will be recorded over a period of a year. This phase uses the Ketso concept mapping tool (www.ketso.com) to help informants visualise their working environment and the sources of information therein. This produces data for the researchers, but also serves to raise librarians' awareness of taken-for-granted elements of their informational environment. The project will be of interest to all librarians interested in engaging in 'positive disruption' within the library, for which the raising of awareness like this is crucial.

The workshop will present some initial findings from the project and then use Ketso in a practical session with attendees, explaining how they can go on to use this or similar techniques in their own professional development activities.

Megan Lotts,

Implementing a Culture of Creativity: Engaging Events and Making in the Academic Library

(30 minute paper)

This paper will explore the importance of engaging events within Academic Libraries that feature an interactive or making aspect. The author will include a review of innovative programming happening in Academic Libraries throughout the United States. As well this paper will look briefly at Makerspaces and how to create low budget creative making activities.

This paper will present four interactive making projects coordinated by the author including: Woodblock Woodstock, Holiday Card Maker Space, Edible Books and a Polynomiography event for Rutgers Day. The author will discuss the importance of cross-disciplinary collaboration and how these events bring value to the creative culture within the Library. Engaging making events can be educational, fun, and encourage individuals to embrace the library as an important innovative place within their community.

Thursday, 15:30-17:00, Work Room

Nicholas Campbell and Lorraine Beard,

Innovation and Ice-Cream: Pushing the Boundaries of Student/Staff Innovation at The University of Manchester Library,

(60 minute paper)

In the summer of 2013 The University of Manchester Library held a Library Innovation Challenge Competition called Eureka. As the lead of the Library's Innovation Group and project manager of Eureka!

We'd like to tell you about what we learned from the experience and how this will help you in your quest to optimise opportunities for innovation and to maximise student/staff engagement.

This fun and interactive workshop is aimed squarely at library professionals who want to fix student inspired innovation at the heart of their service provision, whilst at the same time securing staff buy-in to projects and initiatives to maximum effect.

It will focus on how to:

- engage students with your library
- unlock customer potential and creativity
- establish your Library's innovation agenda and culture
- form new partnerships with user groups
- build on success for long term benefits

Objectives will be to:

- Develop and enhance further the library user's overall customer experience
- Highlight the importance of your library's continued commitment to new technology and innovation
- Put the spotlight on the real significance of customer engagement with your service

In June 2013 we presented this workshop at the Summer SCONUL Conference in Dublin, detailing the Eureka! model to library staff from throughout the UK and Ireland, indicating how they might map this student/staff driven idea into their own innovation policy, the feedback from this session was excellent.

In terms of staff engagement the contest proved a catalyst in encouraging creative thinking outside the regular work space and dovetailed perfectly with our library's strategic aims and objectives.

The Eureka! event was able to engage the library with students, staff and other University stakeholders whilst at the same time providing us with key marketing opportunities to promote the

library. As a consequence of this it heightened the profile of the library across the rest of the University and perhaps most importantly, it allowed us to gain ideas for service innovation from a customer perspective - and all with a little help from some ice-cream!

Want to know more?

Eureka! micro-site

<http://www.library.manchester.ac.uk/aboutus/eureka/>

Eureka! You-tube Videos

<http://www.youtube.com/watch?v=uXy486VJT4>

<http://www.youtube.com/watch?v=X78k1WiajSU>

Guardian newspaper article by Librarian and Director Jan Wilkinson

<http://www.theguardian.com/higher-education-network/2013/aug/07/library-futuresuniversity-of-manchester>

**Ginger Williams,
I mentor my d@mned self.
(30 minute paper)**

For a number of reasons, formal mentorship hasn't worked out for me. I came to this epiphany a few months ago when a leadership organization paired me unsuccessfully with a mentor who apparently had no desire to work with me. Her loss! Instead of letting that upset me, I realized that I had the ability to quite successfully mentor myself.

Think of a kid who wants to be a famous musician when they grow up. They learn all they can about their favorite band (let's say the Pet Shop Boys). They listen to "West End Girls" and try to emulate it. They try to get their first gigs at the same kinds of bars and clubs the Pet Shop Boys started out in. You see where I'm going with this, right? You can do a lot just by determining your professional role models.

We're all very powerful individuals, but when we band together with our friends and peers we can do anything. So the next thing I'd talk about is informal peer mentorship. Pay attention to what your friends are doing to bring about their success. Are you following people on social media who are in your position or just a peg higher up the ladder you aspire to climb? Are you talking with people about your professional aspirations and helping each other do your jobs well? Why the heck not?

I think formal mentoring is dead, and I think mentoring yourself by your bootstraps is what works now. There are a bounty of options available for us to mentor our d@mned selves. I want to share that with the conference, ask attendees what resources they'd recommend for self- or peer-mentoring, and create a simple website/toolkit that can be of use long after the conferences and for an even broader audience.

Thursday, 15:30-17:00, Grow Room

Antony Groves and Chloe Barnes,

How would Theresa May respond if all available copies of a book she urgently needed were out on loan? Exploring the use of PDA to deliver first class and super quick customer service in an academic library.

(60 minute paper)

We would like to lead a workshop where we will turn the model of Patron Driven Acquisition (PDA) on its head and explore how it could be used to fulfil requirements for teaching and research material across all areas of our (and the University's) service. Working in groups we will question how the application of a PDA model could positively disrupt some of the Library's most traditional values and processes and which in turn will offer us all a forum for discussing innovation.

Putting users at the centre of service design and delivery, each group will be presented with a persona, using familiar faces from public life, to represent a particular user type (an academic, a post-graduate researcher etc.) to work with to investigate how PDA could be used to satisfy a range of needs and identifying impact on our service delivery.

Personas are particularly compelling as they put a personal human face on an otherwise generalised view of customers. By thinking about the needs of our Library users through the lens of a well-known 'persona', attendees at the workshop can step out of their day-to-day roles and visualise opportunities and solutions from a different perspective.

Alison Sharman,

Social Reading: an Action Research Study

(30 minute paper)

This paper reports on the potential of a social reading project that has taken place at the University of Huddersfield with second year undergraduate humanities students. Following the decision to use social reading tools by second year undergraduate English students to develop their critical thinking skills and aid reflection, this talk will address the affordances of using such platforms for tutors, librarians and students in a teaching context and assess whether or not they helped raise engagement with the set texts.

The aim of the project was to develop students' critical thinking skills, as well as facilitate reflection. Class time was limited and so students were encouraged to use social reading tools which enabled them to work on a text collaboratively using laptops, iPads, Kindles or smart phones and engage in virtual dialogue with their fellow students and tutors. Tools used included ReadMill, an eBook reader for iPad and iPhone and eMargin, an online collaborative text annotation resource, developed as part of a JISC project by Birmingham City University.

Both of these technologies allowed students to highlight relevant sections of text, insert comments on the actual script, and participate in threaded discussions around the chosen passages to help them consider how they are going to apply theories such as feminism, gender and race to their readings. Tutors then have the option of responding direct to the annotations and offering immediate feedback. Librarians can also suggest further readings and key terms that students might use to retrieve related articles. The nature of the discussion using these social reading tools is significantly different from using traditional discussion forums because the electronic reading tools enable the text itself to be annotated rather than separating discussion away from the source of the text.

This 30 minute paper will offer findings of research carried out into the effectiveness of social reading with this particular cohort. As well discussing the affordances of the technology chosen for the project, it will outline the benefits of discussions that were able to take place within the text compared to those posted on VLEs. Did the use of the technology engender greater student engagement with scholarly sources? Did the project help to develop of higher order academic skills such as critical thinking and reflection?

Thursday, 15:30-17:00, Bonus! Meet downstairs by exit. (Limited numbers)

Dave Parkes,

Beating the Bounds: A Psychogeographic Library Exploratory

(approx. 40 minutes)

The author proposes a psychogeographic intervention, a derive, a course of preparation, a reconnaissance, a library exploratory. By undertaking a guided and non guided walk -'beating the bounds' of the library we will explore what a library means to each other, how we can better understand and communicate its shifting structures and meaning. As Library explorers and actors in the environment we will envisage a new model of the library as a physical and digital construct. During the derive we will shed traditional relationships and motives, we will be drawn by the terrain of the library, we will spot currents, fixed points and possibilities and in this way understand and better communicate our mission.

Friday, 11:00-12:00, Rise / Shine Room

Trevor Horsewood,

The Library Press Project: People, Publishing, and Public Libraries

(30 minute paper)

The Library Press is a new initiative exploring different approaches and ways of thinking about self-publishing and the role that public libraries have in building the creative confidence of both existing and new library users. At its heart the project is a catalyst for the transformation of creative ideas into published products.

The project is backed by a consortium of 7 London library services* and aims to enable libraries to build upon their unique position to reach out to users and extend their service offer through arts activities.

The key aims of the project are:

- Support project participants to create, publish, distribute and sell their own work
- Develop opportunities to grow new audiences for the arts through libraries
- Support libraries to become creative hubs within their communities

Summary of key project activities and outputs

1. Publishing workshops run by artists, designers and librarians
2. A curated events programme including live readings of new work, film screenings, panel discussions, etc.
3. A programme of exhibitions and presentations of work produced throughout the project
4. Getting new, independently published work into libraries and beyond
5. An online resource for libraries and the public to support creative publishing

The initial phase of the project is funded through the Libraries strand of Arts Council England's Grants for the Arts programme and runs from Autumn 2013 until Spring 2015.

* Partner services: Brent, Camden, Harrow, Hounslow, Islington, Lewisham and Merton.

Rosie Jones and Ros Bell,

The Alan Gilbert Learning Commons: fueling creativity and inspiring thought

(30 minute paper)

The Alan Gilbert Learning Commons was created to provide a world class learning environment designed for 21st century learning. It offers flexible learning spaces, stimulating and comfortable surroundings and skills training right at the heart of the student campus. The Learning Commons pushes boundaries and breaks with tradition; it is a library which has no books and a study space which isn't silent, segregated or confined. The space is designed to fuel creativity, inspire thought and drive learning.

This session will focus on two key design areas that make this building stand out from the crowd. Firstly the creative concepts that are unique to Manchester and secondly the digital and interactive signage throughout the building.

The creative concepts throughout the building celebrate the University's rich heritage of achievement and innovation. Slate tiles in the entrance area honour our distinguished alumni, each of the 25 Nobel Laureates associated with the University have bespoke chairs and quotes, from the great and the good of Manchester are engraved into our Oak panels. Most importantly and what gives the building true personality are the student images throughout the building. Students have captured the spirit of Manchester in their designs and their creativity flows through the building, along the walls, on doors and glass panelling.

The signage throughout the Learning Commons is digital. Seamlessly integrated into the joinery and carefully planned to deliver information at point of need. There is no traditional signage or 'poster' space and although digital screens are used across campus they have never been relied on to provide all signage and 'poster' content. As well as static, rolling content interactive screens were worked on with an outside agency that created a collection of applications for touch screens installed in the building. Students can use these screens to locate free PCs, check meeting space availability and locate services in the building. They can also access an interactive campus map which provides campus-wide building and service details as well as wayfinding information.

We have used augmented reality to create Virtual Brochure Stands. This allows students and staff to publicise their University events and initiatives throughout the Learning Commons, without creating paper waste.

All of this will demonstrate what makes the Alan Gilbert Learning Commons unique to the University, Manchester and across the HE sector.

Friday, 11:00-12:00, Buzz Room

Christina Mune and Mallory Debartolo

Library Design Challenge - Make-a-Space Workshop

(60 minute paper)

Designing innovative, technology-enabled learning spaces is one of the most daunting challenges facing the 21st-century library. From bookstacks to visualization studios, study corrals to makerspaces, service desks to information commons, traditional notions of library service and space are being disrupted and replaced with more user-centric models that acknowledge the collaborative, digital, constantly evolving needs of our patrons.

Envisioning these new spaces requires imagination and creativity - along with an understanding of the vast multitude of design options available. Our make-a-space workshop provides a unique opportunity for attendees to see an environmental scan of libraries engaged in space transformation and plan their own user-focused library space. Participants will then create a 3D take-home diorama of their imagined space using physical representations of 21st-century technologies, furnishings and services we've identified in the course of our own library redesign.

Friday, 11:00-12:00, Work Room

Deborah Boudewyns and Jill Luedke

No Politics Allowed: Inspired Teaching and Lifelong Learning

(60 minute paper)

Everyone needs a no fly zone, an area protected from the stresses of the world, which restricts or inhibits the ability to focus, think clearly, and grasp complicated concepts. This session will be the peace-keeper in the midst of the political whirlwind surrounding it. Simple but lasting techniques that support lifelong learning skills will be demonstrated and discussed.

Teaching librarians are gaining greater responsibility in the classroom with high expectations to facilitate learning in a way that supports and encourages lifelong research skills. Likewise, students arrive in the classroom with varying levels of motivation, perspective and attentiveness to research. Vanderbilt University's program Contemplative Pedagogy "involves teaching methods designed to cultivate deepened awareness, concentration, and insight. Contemplation fosters additional ways of knowing that complement the rational methods of traditional liberal arts education." The Center for Contemplative Mind in Society is working to advance the benefits of contemplative practices in higher education. "The Center has identified leading academics in the field, reached a broad constituency, and become the defining voice for contemplative practices as they specifically apply to higher education settings and pedagogical developments."

Following on the theories and methodologies of these centers and their own finely tuned practices, presenters of this session, No Politics Allowed: Inspired Teaching and Lifelong Learning, will offer attendees a solid understanding of how the use of meditation and other mindful techniques can make a difference in teaching for inspired learning. Presenters will share how their years of experience with yoga, meditation, and mindfulness influence their teaching, and they will demonstrate simple techniques that attendees can incorporate into their own pedagogy to help students manage their research with greater awareness, patience, and focus. Presenters will discuss current research on the benefits of mindfulness practices and the use of these practices in higher education.

Friday, 11:00-12:00, Grow Room

Isabel Gonzalez-Smith, Leo Lo and John Jung

Bringing it Home: Tools to Bridge the Gap Between Inspiration and Real Action

(60 minute paper)

“The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore all progress depends on the unreasonable man.” ~ George Bernard Shaw

But you could be unreasonable and still be likeable! The goal of this workshop is to show our fellow i2C2 attendees how to positively persuade, influence, and motivate their colleagues back home with what they have learned at the conference.

Whenever we come back to work from an inspiring conference (and we completely expect i2c2 to be one such conference!), we often return home eager to apply and implement what we have learned. More often than not, we encounter resistance from people who do not share our way of thinking. i2c2 will inspire many change agents to improve their libraries but these new ideas might intimidate those who are risk averse and not accustomed to thinking outside of the box.

Having innovative ideas is only the first step to making changes. What most conference presentations fail to teach us is how to communicate those brilliant ideas to our colleagues, our library directors, and our patrons back home. The aim of this workshop is to provide agents of change with the tools to build the bridge between inspiration and real action.

In this workshop, we will show change agents practical tools to bridge the gap between the creativity inspired from i2c2 and the reality of our individual organizational culture. We will teach our fellow innovators how to apply these powerful persuasion techniques (based on the works of Robert Cialdini and others) to make positive changes at their libraries:

Liking - When telling a story about an innovation, structure the story around a likeable person.

Authority - What knowledgeable influential people support this idea?

Consistency/Commitment - What other efforts has our library been doing, and why does this fit into that history?

Reciprocity - We all like to return favours. Think free samples, cause marketing, and customer service that goes beyond the call of duty. What individuals will be directly affected by this innovation?

Social proof - 'Everyone else is doing it.' How does this fit into what else is going on in libraries?

Simple and Concrete - Tell a story that gets to the heart of what is important about the innovation. Also, what ways can we tell stories that make the innovation seem concrete and real?

During the workshop, there will be interactive exercises for inspired i2C2 attendees to practice how to apply these techniques back home and develop their "stories" for different scenarios. We will discuss how to apply these powerful persuasion techniques for making positive changes back home. After the workshop, change agents will have the tools to strategically apply the techniques for good not evil!

Friday, 14:00-15:30, Rise / Shine Room

Short talks, between 5 and 15 minutes long.

The programme for the short talks will be published separately.

Friday, 14:00-15:30, Buzz Room

Robert Farrell,

Indirect Innovation: Spotting and Realizing Your Library's Hidden Opportunities

(90 minute paper)

How can libraries innovate, grow, and inspire excitement in an era of austerity?

How can librarians provide important new services to their communities while avoiding the trap of "doing more and more with less and less"?

How can we keep our work lives interesting and effective in situations where we lack direct authority or have little power?

Libraries facing austerity measures or other fiscal constraints often stagnate by cutting back and looking inward for cost savings rather than looking outward to develop innovative initiatives. By so doing, we can miss opportunities to generate the kind of excitement among employees and community stakeholders needed to challenge budget-cuts. "Indirect innovation," a systematic approach to social entrepreneurship that seeks to leverage resources of community "investors", will

be introduced to workshop participants as a way any librarian facing adverse circumstances can create a roadmap towards realizable innovation.

The workshop will consist of two parts. The first part will introduce participants to a "predator" model of entrepreneurship, one characterized by an ability to spot and exploit "other people's money" -- the financial, human, or social capital of organizations or community members outside the library -- to develop and fund new initiatives (Farrell, 2011). Participants will develop a list of potential "investors" within their community whose resources they might tap and then brainstorm projects that might appeal to those investors.

The second part of the workshop will introduce participants to strategies for indirect change that can lead to successful courses of action from seemingly "weak" positions within the middle of a library, educational institution, community, or other organization (Farrell, 2013). Starting from the innovation goals established in the first part of the workshop, participants will describe the institutional cultures, narratives, and power relations that circumscribe their own possibilities for action and then develop plans for realizing innovation that take into account the particular challenges they face and the institutional cultures in which they operate.

Attendees will leave the workshop with:

- * Theoretical and practical approaches to spotting opportunities and realizing innovation that can be shared with colleagues.
- * A concrete list of realistic, innovative projects tailored to their circumstances.
- * A list of potential "investors" whose "capital" can be leveraged for their library's ends.
- * A strategy for effecting change applicable to their unique work environments.
- * A specific list of next steps they'll need to take to bring one of their projects closer to completion.

References

Farrell, R. (2011). Other people's money: Adapting entrepreneurial techniques to build capital in challenging economic times. *College & Undergraduate Libraries*, 18(2/3), 150-169.

<http://hdl.handle.net/10150/283595>

Farrell, R. (2013). Making change happen in the middle. *JLAMS, the electronic Journal of the Leadership and Management Section of the New York Library Association*, 9(2), 4-18.

<http://hdl.handle.net/10150/299589>

Friday, 14:00-15:30, Work Room

Andrew Walsh

Making games workshop

(90 minute paper)

Those of us who teach information skills often talk about the need to develop higher level, transferable skills, those skills we think will be retained and re-used, helping to develop information literate people. In practice, this is hard to do, but even with limited teaching time, bringing play and games into information literacy instruction is practical and would benefit students directly.

Play brings a freedom to explore and innovate, creating 'safe' ways of developing skills such as those required to navigate in the complex, demanding, modern information landscape. It can therefore effectively support the development of those higher level, transferable, information literacy skills. Examples of games used in libraries can be found in the literature, though these often emphasise engagement rather than quality of learning, which can be problematic.

This workshop challenges attendees to work in groups to create an outline of an information literacy game in just 90 minutes. Based on experience gained through running day long "Making games for libraries" workshops (<http://gamesforlibraries.blogspot.co.uk/>), the workshop is structured to allow attendees to work through the basic steps of creating a non-digital library game. Games making materials will be provided and the majority of the session will be spent hands on creating games, operating within the scaffolding provided.

Further materials showing the benefits of using play and games in libraries to improve information literacy will be provided for attendees to read afterwards, along with examples of games and resources to help them create their own games and playful activities for information literacy.

Friday, 14:00-15:30, Grow Room

Deborah Harrop and Bea Turpin

What makes an informal learning space?

(60 minute paper)

This hands-on workshop will recount the tale of evidence based practice which began with research seeking to understand 'what are our users' informal learning space preferences?' and manifested itself in a five year, and to date ongoing, redevelopment of informal learning spaces in Learning Centres and elsewhere at Sheffield Hallam University. Findings from the aforementioned primary, empirical research culminated in the creation of a typology of nine learning space preference attributes and the assertion that all nine attributes must be given due consideration when designing and evaluating informal learning spaces. The typology is underpinned by a theoretical framework derived from existing published literature and is drawn from the disciplines of learning theory, placemaking and architecture and the need for an understanding of the synergy between the three.

The typology of learning space preference attributes will be shared, alongside extensive examples of how it led to the implementation of real changes to learning spaces. Cue recollections of drilling sounds and agonising over the best font sizes for signage, but hopefully more helpfully, an annotated image wall of both small and large scale changes from redevelopment projects (participants will be encouraged to comment and add ideas to this wall). Verbatim quotes from learners that contributed to, and exemplify, the typology will be displayed in poster format.

Jamieson (2007) calls for new spaces that challenge the status quo and the ambition is for the typology to be used to respond to this.

To achieve this, we need your help! Participants will be asked to test the generalisability of the learning space preferences typology by working in groups and using the typology to build theoretical spaces which creatively resolve existing concerns and push boundaries in their own user environments. Each group's output and experiences of using the typology will be shared via a whole group discussion and culminate in an attempt to build a series of interrelated, complimentary and coherent spaces supported by a research base. By critiquing the typology and its' underpinning theoretical framework, the intention is to offer a pathway for ongoing development of informal spaces. All spaces designed and spoken of will be collated and shared post workshop.

References

JAMIESON, P. with contributions from MIGLIS, P., HOLM, J. and PEACOCK, J. (2007). Creating new generation learning environments on the university campus. [online]. Last accessed 10 October 2013 at: <http://www.universitas212.bham.ac.uk/LearningEnvironments/Bydesign.pdf>.

Andy Ryan

Cityread London - how to generate big bucks through partnerships and collaboration

(30 minute paper)

Cityread London is a month-long celebration of reading that takes place every April across all 33 London authorities. Cityread unites London over a single book, creating new 'ways in' to world class literature for everyone. We work in partnership with all 33 London library services, booksellers such as Waterstone's and Foyles, publishers, schools and museums. For the first time in 2014, we will be working with Transport for London, to reach potentially millions of commuters every day and involve them in a London-wide discussion of our chosen book, and ultimately raise awareness of their local libraries.

The anticipated budget for Cityread 2014 is £500,000 (we are still waiting on funding application responses at time of writing). Each library service has contributed a mere £500, bringing an anticipated return of over £15,000 per service.

Cityread London is created, developed and delivered by Stellar Libraries CIC, a creative agency established in 2010 to raise the profile of libraries in London and nationally through innovative and exciting audience development campaigns. Partnership working and collaboration across sectors are key to the success of Cityread.

This session will tell you how we generate funds through partnership working, and how you can do the same.

Conference book

We're pleased to announce that there will be a conference book published later this year. Instead of a traditional "conference proceedings", we'd like everyone to reflect on the conference and consider how what you've done in these two days may change what you do in future.

Presenters – now you've got feedback / questions from your papers or workshops, could you write them up to show innovative or creative practice in libraries? What came up during the conference itself that made you reflect on the content of your presentation? How can you continue to develop your ideas after the conference?

Other attendees – could you reflect on your own practice in the context of what you've seen at the conference to draw out elements of innovative or creative practice you'd like to tell others about? Can you set those in the context of the discussions and workshops of the conference itself?

We'd like to see chapters of between 3,000 and 6,000 words on the topics of innovation, inspiration or creativity in library services with an emphasis on practical, useful information rather than theory. Want to propose something? Send a brief abstract to andywalsh@innovativelibraries.org.uk, submit it via the webpage (<http://innovativelibraries.org.uk/i2c2/>) by the end of March, or slip one of the organisers a note during the conference.

Deadline for completed chapters will be 30th June 2014 with editing and revision as a rolling process as chapters are submitted. The estimated publishing date is November 2014.

Title is still to be firmed up (give us ideas by tweeting #i2c2book), but the working title is:

"Inspiring, Innovative and Creative Library Interventions: An i2c2 Compendium".

Edited by Andrew Walsh & Ellie Clement

Print ISBN: 978-0-9576652-3-1 (expected price £19.95)

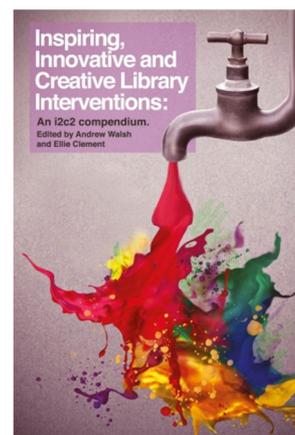
Ebook ISBN: 978-0-9576652-4-8 (expected price £9.95)

A free copy of the ebook will be made available to all i2c2 attendees.

<http://innovativelibraries.org.uk/i2c2/>



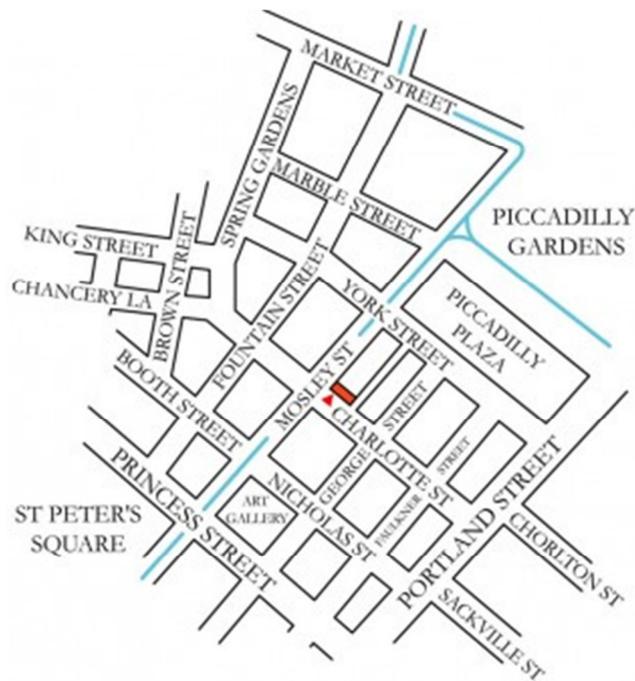
**Innovative
Libraries**



Conference Dinner

This will be a casual event, we hope nothing about the conference will be too formal! You'll be fed and watered, then released into central Manchester early enough to go on elsewhere if you fancy partying the night away ... just make sure you still get up for the start of the second day ☺

We'll be going to The Portico (<http://www.theportico.org.uk/>), an independent library founded in 1806 and still based in the centre of Manchester. Everyone should make their own way there, it's within easy walking distance of the conference venue.



It's at 57 Mosley Street, Manchester – postcode for mapping software is M2 3HY. Find it on the corner of Mosley Street and Charlotte Street.

As an old library in a Grade II* listed building, we're afraid access is only by stairs; these are divided into short flights of no more than six steps with several places to stop and sit along the way – the library is on the first floor of the building. On the ground floor is a bar called "The Bank", the entrance to the library is just around the corner from the bar entrance.



Tiny Games

All these Tiny Games are slightly adapted from <http://hideandseek.net/projects/tiny-games-app/> - and yes, Andrew backed the Kickstarter for it deliberately at the level where we could use it at the conference!

Melancholic Panda

A game for 2 or more delegates (koalas?)

In this game, you're going to have a series of conversations - where one of you is pretending to be an animal in human form.

The rest of you will try to figure out what the animal is. Is it sleepy? Grumpy? What did it have for lunch? Does it like to swim?

Whoever stroked an animal most recently goes first. Pretend to be an animal – in human form. Can the others guess which animal you are being? You can talk, of course, and answer any questions that aren't directly about what animal you are.

When picking your animal, don't make it too generic! That'll be boring. We suggest things like a Koala, or Hamster, or Walrus. Whoever guesses correctly gets to be an animal next!

My First is in Gin, but never in Wine

A game for 2 or more cookery-keen players.

Are you all okay at cooking?

In this game, you'll be picking an ingredient, and giving clues about the sort of food it might be used in to help other players guess what it is.

Starting player: think of an ingredient (let's imagine you've chosen flour). Now, give a clue about what food the ingredient is used in - for example "you use me in cake, but never in ice-cream". After you give a clue, everyone has one chance to guess what the ingredient is.

If nobody gets it, give them another clue, and another chance to guess - and so on till someone gets it. Now it's the next player's turn! Keep going till everyone's had a turn picking an ingredient. The player who guesses correctly the most times wins.

Business!

A snappy matching game for 2 or more hoarders of business cards.

It's a conference, right? You've pocketed every business card you can, haven't you, thinking you may need them one day? That time has come! Let's play snap.

Instead of matching numbers, you'll be looking out for matching fonts, colours, job titles, and so on. And, as professionals, rather than cry "Snap!" you'll exclaim "Business!"

The player who arrived at the conference earliest today deals the business cards out, face-down, between everyone. That player then turns over the top card of their stack and places it face-up in the middle of the table. The next player, moving clockwise, turns over their top card and places it on top of that. Watch keenly.

As play goes round and the center stack grows, players must watch for anything the same on the top two cards: fonts; colours; job titles; companies; and so on. If you spot a match, slap your hand down on the pile and cry "Business!" to win all those cards. Add them to the bottom of your personal pile.

Keep going until only one player has any cards left: the winner! The winner, clearly, is also the most attentive and sincere networker.

Threesome

by Jane McGonigal

For three players, and any number of onlookers...

So, you're all people. That much is clear. And you're all in at a conference. But with that small talk out of the way... what else do you have in common?

In this game, you'll have three minutes to figure out the strangest characteristic that the three of you share. (It's trombone playing, right? You all play the trombone.)

Give yourselves THREE minutes to figure out the strangest thing you all three have in common. It might be a place you've been, a feat you've accomplished, a person you've met. Anything - as long as you didn't know you had it in common at the start of the conversation.

ANYTHING that's true of all three of you technically counts as a win. But the more unusual, awesome, or fun the fact is, the better. How weird can you get?

You there! Yes you ... pay attention!

If you tweet, make sure you use the conference hashtag - **#i2c2** so everyone can follow along...



If you're lost, not sure what's happening next, or got any other conference type questions, then ask Andrew, Matt, Ellie or Nancy, the conference committee. We're the ones wearing Lego badges. Because we can.