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# INTEGRATED INFORMATION

International Conference on Integrated Information

Kos, Greece      September, 29 – October, 3 2011

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**All papers have been peer-reviewed**



**Piraeus, Greece, 2011**

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# **Preface: Proceedings of the International Conference on Integrated Information (IC-ININFO 2011)**

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## **Aims and Scope of the Conference**

The International Conference on Integrated Information 2011 took place in Kos Island, Greece, between September, 29 and October, 3, 2011. IC-ININFO is an international interdisciplinary conference covering research and development in the field of information management and integration.

The conference aims at creating a forum for further discussion for an Integrated Information Field incorporating a series of issues and/or related organizations that manage information in their everyday operations. Therefore, the call for papers is addressed to scholars and/ or professionals of the fields of Library and Archives Science (including digital libraries and electronic archives), Museum and Gallery Studies, Information Science, Documentation, Information Management, Records Management, Knowledge Management, Data management and Copyright experts the latter with an emphasis on Electronic Publications. Furthermore, papers focusing on issues of Cultural Heritage Management and Conservation Management are also be welcomed along with papers regarding the Management of Nonprofit Organizations such as libraries, archives and museums.

One of the primary objectives of the IC-ININFO will be the investigation of information-based managerial change in organizations. Driven by the fast-paced advances in the Information field, this change is characterized in terms of its impact on organizations that manage information in their everyday operations.

Grouping emerging technologies in the Information field together in a close examination of practices, problems and trends, IC-ININFO and its emphases on integration and management will present the state of the art in the field. Addressed jointly to the academic and practitioner, it will provide a forum for a number of perspectives based on either theoretical analyses or empirical case studies that will foster dialogue and exchange of ideas.

## **Topics of general Interest**

Library Science, Archives Science, Museum and Gallery Studies, Information Science, Documentation, Digital Libraries, Electronic Archives, Information Management, Records / Document Management, Knowledge Management, Data Management, Copyright, Electronic Publications, Cultural Heritage Management, Conservation Management, Management of Nonprofit Organizations, History of Information, History of Collections, Health Information

## **Symposia**

The Conference offered a number of sessions under its patronage, providing a concise overview of the most current issues and hands-on experience in information-related fields.

- Symposium on Integrated information: Theory, Policies, Tools
- 4th Symposium on Business and Management and Dynamic Simulation Models supporting management strategies

- Session on Open Access Repositories: Self-archiving, Metadata, Content policies, Usage
- Session on Evidence-Based Information in Clinical Practice
- Session on Business Management and Communication Strategies supporting Decision Making Process in Tourism Sector
- Session on Electronic Publishing: A Developing Landscape
- Session on Information and Knowledge Management
- Session on Information Content Preservation as Outcome of Conservation of Cultural Heritage: Ethics, Methodology and Tools
- Session on Advances Information for Strategic Management
- Session on Information History: Perspectives, Methods and Current Topics
- Session on Divergence and Convergence: Information Work in Digital Cultural Memory Institutions
- Session on Contemporary issues in Management: Organisational Behaviour, Information Technology, Education & Hospital leadership.

The wide range of aspects that the sessions covered, highlighted future trends in the Information Science.

### **Paper Peer Review**

More than 300 papers had been submitted for consideration in IC-ININFO 2011. From them, 91 were selected for presentation, after peer review in a double blind review process. The accepted papers were presented at IC-ININFO 2011.

### **Thanks**

We would like to thank all members that participated in any way in the IC-ININFO 2011 Conference and especially:

- The famous publishing house Emerald for its communication sponsorship.
- The co-organizing Universities and Institutes for their support and development of a high-quality Conference scientific level and profile.
- The members of the Scientific Committee that honored the Conference with their presence and provided a significant contribution to the review of papers as well as for their indications for the improvement of the Conference.
- All members of the Organizing Committee for their help, support and spirit participation before, during and after the Conference.
- The Session Organizers for their willing to organize sessions of high importance and for their editorial work, contributing in the development of valued services to the Conference.
- PhDC Marina Terzi for her excellent editorial work, contributing in the production of the Conference proceedings.

## CONFERENCE DETAILS

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Dimitris Kouis, Greek Ministry of Education, Lifelong Learning and Religious Affairs  
Dionysis Kokkinos, National Technical University of Athens

## KEYNOTE SPEAKER



Professor Amanda Spink

Professor Amanda Spink has published over 340 scholarly journal articles, refereed conference papers and book chapters, and 6 books. Many of her journal articles are published in the Journal of the American Society for Information Science and Technology, Information Processing and Management, and the Journal of Documentation. She is Editor of the Emerald journal Aslib Proceedings. Amanda's research has been published at many conferences including ASIST, IEEE ITCC, CAIS, Internet Computing, ACM SIGIR, and ISIC Conferences. Her recent books include Information Behavior: An Evolutionary Instinct and Web Search: Multidisciplinary Perspectives, both published by Springer. Amanda's research focuses on theoretical and empirical studies of information behavior, including the evolutionary and developmental foundations. The National Science Foundation, the American Library Association, Andrew R. Mellon Foundation, Amazon.com, Vivisimo. Com, Infospace.com, NEC, IBM, Excite.com, AlltheWeb.com, AltaVista.com, FAST, and Lockheed Martin have sponsored her research. In 2008 Professor Spink had the second highest H-index citation score in her field from 1998 to 2008 [Norris, M. (2008)]. Ranking Fellow Scholars and their H-Index: Preliminary Survey Results. Loughborough University, Dept of Information Science Report].

# Research on School Libraries in Greece and Suggestions on its Further Development

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**Abstract:** *In this announcement basic characteristics of Greek bibliography on School Libraries are being presented and proposed directions are being suggested these libraries to apply/use. Furthermore our analysis focuses on the libraries educational role and their relation with the School teachers. At the same time, some of the main characteristics of the School Libraries in Greece are being provided.*

**Keywords:** *Library, Media center-school library, Teaching methods, Research, Reading, Legislation on school libraries.*

## I. INTRODUCTION

The School Library institution (SL here on), or the Library Media Centre as it is called today, it's being characterised by the legislation defining its operation on the one hand and by the way it appears as a reality within the school on the other hand. SL is being also characterized by its (pre) history which, according to what we've just referred to, can be described through two kinds of studies: the one of the history of legislation and the state policy concerning the making and the function of SLs and the studying the history of their way of the real operation within the educational status of the time.

Reviewing the relevant to SLs Greek bibliography we realize that there are some titles/books dealing with the two above mentioned Histories of the Greek SLs<sup>16</sup>.

## II. MAIN BODY: DATA ANALYSIS AND SUGGESTIONS

Although some of the SLs' characteristics may be studied by the researcher in an indirect, more *external* way - meaning it is not a necessity for personal contact or experience - as for the daily operation of the SLs is concerned (mostly through the methods of historic research and analysis of resources, archives and other facts), their operational and educational reality cannot be defined differently but only through *on the spot* or *direct observation*<sup>17</sup> - that is from the inside. And that is exactly what the topic of this analysis. There is therefore a direct need to approach the SLs' operation - as done in some other countries - with plenty of empirical and of quality researches and ways and methods used in social

<sup>16</sup> E.g. T.E. Sklavenitis (1995), S. Kokkini (2002), pp. 86-112, K. Ntelopoulos (2005), 87-88 and I. Aggeli (1976), 153-166

<sup>17</sup> For direct observation and research on the spot (also called fieldwork), G. Marshall (1996), 182 and D. Jary, J. Jary (1995), 233

sciences.<sup>18</sup> That is by setting questionnaires, *participant observation*<sup>19</sup> used in social anthropology mostly and *interview*,<sup>20</sup> which is of course being used in a wider range of the social sciences and psychology. And apparently these interviews should be given by SLs' supervisors, the students-users of the them and the teachers of those schools having SLs. The reason we have not used the term "librarians" instead of "supervisors" is because there are not any *specialist librarians*<sup>21</sup> in Greece, at least in public schools and in some private ones. There are only some teachers that are in charge of their operation<sup>22</sup> but without having received any adequate knowledge in Library Science!...<sup>23</sup> It should also be noted that from the 4101 schools of secondary education existing until June 2011 - as this number has now being reduced by the Ministry of Education-, only 765 of them have got SLs! (Primary schools' SLs operate off the record.)

Such research methods as above mentioned have not been used until today - in Greece-, on essays about SLs. And that is an important blank which can be covered though by generating relevant to SLs graduate and post-graduate essays from Library Science students. It can also be covered by contacting researches of the action research<sup>24</sup> type by the people working in SLs themselves. That way, their operation will probably improve, as the target of every such research is to interfere into the reality under investigation in order to improve it.

Since referred to students' essays there are the following to note whereas the graduate essays by the

<sup>18</sup> An interesting quality research concerning the American SLs in J.K. Howard (July 2010)

<sup>19</sup> For participant observation see M. Duverger (1987), 293-296, 301-306, D. Jary, J. Jary (1995), 476, N. Abercrombie, S. Hill, B. S. Turner (1994), 305-306, G. Marshall (1996), 380-381, C. Robson (2007), 372-403.

<sup>20</sup> For the interview as a scientific method of research see M. Duverger (1987), 230-247, C. Robson (2007), 319-337, D. Jary, J. Jary (1995), 337-338, N. Abercrombie, S. Hill, B. S. Turner (1994), 221 and G. Marshall (1996), 257.

<sup>21</sup> [http://el.wikipedia.org/wiki/%CE%A3%CF%87%CE%BF%CE%BB%CE%B9%CE%BA%CE%AE\\_%CE%B2%CE%B9%CE%B2%CE%BB%CE%B9%CE%BF%CE%B8%CE%AE%CE%BA%CE%B7](http://el.wikipedia.org/wiki/%CE%A3%CF%87%CE%BF%CE%BB%CE%B9%CE%BA%CE%AE_%CE%B2%CE%B9%CE%B2%CE%BB%CE%B9%CE%BF%CE%B8%CE%AE%CE%BA%CE%B7)

<sup>22</sup> That however happens in others countries as well e.g. the USA (A. D. Ewbank [March 2011]).

<sup>23</sup> [http://www.pi-schools.gr/library/pi-lib/ekthesi/ekthesi\\_oe\\_sb\\_3\\_leitourg.htm](http://www.pi-schools.gr/library/pi-lib/ekthesi/ekthesi_oe_sb_3_leitourg.htm)

<sup>24</sup> Kathryn Herr, Gary L. Anderson, The Action Research Dissertation, *A Guide for Students and Faculty*, Sage publication

students of the sections of Library science are concerned two in TEI Athens and Thessalonica and one in Ionion University in which there is a Post-Graduate Studies Course: in the Library science department of Thessalonica out of the 212 essays up today – all of which can be found on the net – only two are about SLs.<sup>25</sup> Accordingly, in Ionion University out of the 421 essays – none of them exists on the net – only five graduate ones concern SLs and none dissertation.<sup>26</sup> This poverty in essays on SLs is expected as in TEI of Thessalonika and in Ionion University there is no class concerning directly and/or exclusively SLs. In TEI of Athens though where there is a class on SLs and from 2010 it is about them and only, there have been generated four at least essays relevant to SLs and there are two more going.

So what is the case in Greece as far as the study of the clearly educational part of SLs is concerned both in the past and now? Are we familiar with the level of usage in the past and mainly with whether and how much are SLs being used today by the teachers for teaching their classes and giving work to their pupils? Has there been a survey on whether SLs' books are being used by the teachers in order to prepare their class, to show something to their students during the lesson or to receive some special scientific or pedagogical knowledge and probably some knowledge of psychology and teaching? Have there been *empirical researches*<sup>27</sup> (with quantitative-statistic elements, with questionnaires,<sup>28</sup> interviews,<sup>29</sup> or with the method of *participant observation*) regarding their users and the kind of this use? Has the kind and the content of books being borrowed by students depending on their age and on the school they attend, public or private, elementary, high school, general and Vocational high school?<sup>30</sup> Interesting would also be recording the kind of books borrowed by those, unfortunately few, teachers who actually use SLs.

Has therefore the current bibliography clues on how often and how many students or teachers borrow (or borrowed – if the research concerns the past) books

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<sup>25</sup> [http://www.libd.teithe.gr/index.php?option=com\\_content&view=category&id=25%3A2006&Itemid=34&layout=default&lang=el](http://www.libd.teithe.gr/index.php?option=com_content&view=category&id=25%3A2006&Itemid=34&layout=default&lang=el)

<sup>26</sup> <http://spreadsheets.google.com/pub?key=0AnW3cfT0UPDdDRUNkIKZ0JiODg2SDExdDlmcUxQX0E&gid=2>

<sup>27</sup> On which researches we call *experienced* see I. Lampiri-Dimaki-Th.K. Papachristou (1995), 29-31

<sup>28</sup> Relevant research in the USA using questionnaire, answered by students users of SL, S. R. Crow (March 2011).

<sup>29</sup> Relevant research in the USA using among other methods the *interview*, A.D. Ewbank (March 2011).

<sup>30</sup> We refer herewith to the investigation of the students' reading preferences, especially the ones who are SLs users. Some opinions on the students' preferences as a result from relevant researches we read in I. Aggelis (1976), 40-42, 72 and in B.X. Charalampopoulou (1963), 159-162. There are also three researches published referring also to children's reading preferences but do not concern SLs' books. These are one of Kazazi, and two of EKEBI. (See in References.)

from their school's library?<sup>31</sup> Has it concluded in lending material indicators which show the number of borrowed books per student depending on the registered ones in the SL or the total number of the school's students? Are there elements on the profile of the students borrowing books in the past or now? Has the school performance of the students borrowing books often or systematically ever been looked into, so that to check whether it has improved?<sup>32</sup> Has there been a research showing the specialties and the age of those teachers using SL or borrowing more often or more books from it and the content of most of them? (The answer of course is negative since SLs' operation has rarely and only been *regional* subject of library and educational research.) But even if they had – more possibly during pre or post graduate essays – how many have been published in a scientific magazine?

What must be studied more though is not the SLs' educational role generally but more particularly: their relation to the role and the operation of every *specific kind* of school supporting each one of these. That is, the degree and the way related to every SL's operation with the educational work of the school and more specifically a) with the teachers' teaching methods and ways b) with the content of school subject's teaching material, c) with the content of the educational programs offered off schools' daily timetable (mainly cultural programs, health education, environmental training) and d) with the needs of the several school activities such as school celebrations, or even theatrical plays.

No doubt of course that it is not easy to make general conclusions out of every such research for the majority of SLs, as these are being contacted under special circumstances and concern only the particular SL under investigation, as it is known, in Greece at least, that almost every SL operates in their own way! And that is because a) not all SLs have got the same trained personnel as there are no librarians, b) not all SLs have got the same technological infrastructure, same premises and material to use, c) SLs' supervisors do not have the same cooperation with the teachers of the schools they are in<sup>33</sup> and d) the Greek Ministry of Education is not giving the proper attention to SLs, so that to settle the institutional and organizational way of their daily operation. Beyond that though it is a fact that for every SL the operation is being defined by what is called (educational and administrative) culture of the school they operate in.<sup>34</sup> While at the same time the special way of their operation is also defined by the kind of school which they concern e.g. primary, high school,

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<sup>31</sup> The only relevant research concerning the SLs' lending operation and was published is one in 2000 and its numbers were announced in a Workshop realised on 13/1/01 by P.E. Petrakis - P.E. Petrakis (2001), 48-49

<sup>32</sup> For researches abroad <http://www.iasl-online.org/advocacy/make-a-difference.html>

<sup>33</sup> And that is not only due to the different profile among them but also to that not all teachers deal with SL in the same way.

<sup>34</sup> Relevant American research, J. K. Howard (July 2010).

vocational school, public or private. (Note that there have been serious differences even between SLs operating in the same kind of schools.)

So what actually needs to be studied –both with the qualitative and the quantitative researches<sup>35</sup>- is the degree up to which the SLs support, reinforce or broaden the work of the school teachers.

In addition, there are not clues neither on how many teachers teach, at least once a year within the SL (using fully the technological infrastructure or the printed and the rest of its material) nor on how often they do so. And also there not clues on how much and how many students and teachers work with SLs' personnel for a specific teaching aim or scheme in any way, permanently or some times the year.

Apart from the lack of above mentioned elements, the most intense wondering as far as the SLs are concerned is whether their way of operating, their material<sup>36</sup> and also their infrastructure, even their interior, consorts with the new believes about Teaching<sup>37</sup> and with all those the Ministry knows that should the teachers use during their educational work. But in order to achieve such fellow operation between SL and the new teaching methods the SL's supervisor must be familiar with these methods adequately.<sup>38</sup> (The relation between the librarian's work in a SL with the several teaching methods, occurs from a note by Marie Keen Shaw according to which SL's personnel can in a privileged way to promote the modern and well known cross thematic teaching method/interdisciplinary teaching.<sup>39</sup>) We are not certain though that all working in SLs today know these methods, as we do not also know whether all those teaching in Greek schools are adequately familiar with them as well...Therefore it is necessary all those working in SLs along with the teachers to be trained on such methods. (While of course students of Library Science should be informed as well.<sup>40</sup>) Besides, only if both sides have common knowledge of Teaching they will be in position to work with each other effectively, so that SL will be able to perform its maximum as far as its primary target to

operate as a place of education. (Besides an SL librarian always functions as an educator.<sup>41</sup>)

Just before concluding the following should be mentioned: one of the basic primary aims of the SL is to cultivate the love of reading into students. Because SLs develop activities, which are not necessarily the same, promoting this love – e.g. operation of reading club – it is proper to investigate and record them<sup>42</sup> as well. While the next stage of these activities' relevant studying is their evaluation based, among others, on the pedagogical science's data.

### III. CONCLUSIONS

Closing we note that research on SLs should not only be done mainly according to the methods of the social sciences but also in relation to Teaching and Pedagogical sciences. Besides, what makes a SL different from any other Library is the adjective "school". And anything concerning School by definition relates to Teaching as well as to Pedagogical, word that comes from the Greek word "pedi" meaning child.

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<sup>35</sup> For *qualitative researches* see A. Strauss & J. Corbin (1990), 17-18, J. Mason (2009), while for their *techniques* D. Jary, J. Jary (1995), p.537.

<sup>36</sup> For SLs' material there SLs with knowledge books not following the evolution of the science they present due to their old editions!...

<sup>37</sup> Gary D. Borich, *Effective Teaching Methods*, University of Texas, Austin, Publisher: Allyn & Bacon (2010) or <http://www.lavoisier.fr/livre/notice.asp?id=OR2WR2AXLRS> OWE and J. Brown, B. Sheppard (1997), 200, 205.

<sup>38</sup> F. L. Carroll (1990), 10-11.

<sup>39</sup> M. K. Shaw (1999), 35-36, 56.

<sup>40</sup> The dpt of Library Science in TEI of Athens has already included a class concerning SLs and teaching the basics of the new teaching methods.

<sup>41</sup> J. Brown, B. Sheppard (1997), 195-212, where SL's supervisor is called *teacher-librarian*, and M. K. Shaw (1999), 30-31.

<sup>42</sup> The following sites are for the readers interested in being informed on the wonderings and the suggestions made by SLs' supervisors and also for the activities "supported" or taken by some well-organised Greek SLs:

[http://tuxlibrary.blogspot.com/2011/01/blog-post\\_30.html?utm\\_source=feedburner&utm\\_medium=feed&utm\\_campaign=Feed%3A+tuxlibrary+%28Greek+Libraries+in+a+New+World%29](http://tuxlibrary.blogspot.com/2011/01/blog-post_30.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+tuxlibrary+%28Greek+Libraries+in+a+New+World%29)

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