

# Barents Library Conference 2011

*Rovaniemi, Finland*

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Proceedings



**Libraries @ Barents – Communicative and Active!**  
19th Barents Library Conference

Lapland University Consortium  
Rovaniemi 2011

## **Barents Library Conference 2011**

### *Organizers*

Rovaniemi City Library – Regional Library of Lapland

Lapland University Consortium Library:

Arctic Centre Library

Kemi-Tornio University of Applied Sciences Library

Library of the Lapland Institute for Tourism Research and Education

Lapland University Library

Rovaniemi University of Applied Sciences Library

Centre for Economic Development, Transport and the Environment for Lapland

### *Layout*

Paula Kassinen

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# Program

## Tuesday 23.8.2011

- 15.00–19.00 Registration at Rovaniemi City Library, Jorma Eton tie 6
- 19.00 Welcome to Rovaniemi! Informal welcome party at Rovaniemi City Library

## Wednesday 24.8.2011 | Across the Borders

*Korundi, Lapinkävijäntie 4, Rovaniemi, Finland*

- 8.00–10.00 Registration at Korundi
- 9.30–10.00 Coffee and tea
- 10.00–10.20 Welcome to the Barents Library Conference 2011! Library Director Ritva Nurminoro, Rovaniemi City Library, Chair of City Council Heikki Autto, Rovaniemi City
- 10.20–10.50 Conference opening, Counsellor for Cultural Affairs Hannu Sulin, Ministry of Education and Culture
- 10.50–11.50 Keynote speaker: Cross-Border opportunities in The Barents Region, Research Director of ThinkBarents Regis Rouge-Oikarinen
- 11.50–12.10 Proposal and plan for the establishment of an EU Arctic Information Centre, Director, prof. Paula Kankaanpää, Arctic Centre
- 12.10–13.10 Lunch
- 13.10–13.30 Barnens polarbibliotek and authentic interactivity on library site, advisory and editor of Barnens Polarbibliotek Regine Nordström, Regional Library of Norrbotten
- 13.30–13.50 The place of Sør-Varanger library in the local community, Library Director Hildur Eikås, Library of Sør-Varanger
- 13.50–14.00 Challenging information on many levels – case Lapland University Consortium Library, Library Director Susanna Parikka, Lapland University Consortium Library
- 14.00–14.10 A book is forward movement, without doubt! Head of Marketing and Advertising Olga Panchenko, Murmansk State Regional Universal Scientific Library
- 14.10–14.40 Coffee and tea break
- 14.40–15.00 National nodes in an EU network for Arctic Information – The United Kingdom perspective, Librarian and Keeper of Collections Heather Lane, Scott Polar Research Institute, University of Cambridge
- 15.00–15.10 Barents Libraries go to Facebook, Information Service Secretary Mikko Hyötyniemi, Lapland University Consortium Library. Arctic Centre
- 15.10–15.30 Cross border co-operation between the libraries in Oulu, Kajaani, Kontupohja and Novgorod, Librarian Leena Marja Tikkanen, Kajaani City Library
- 15.30–17.00 Tour by bus: Visiting Arktikum and Pilke. Presentation of the cooperation between the Arctic centre Library and the Arctic Centre science exhibition, The Regional Museum of Lapland and Pilke Science Centre, Information specialist Liisa Hallikainen, Lapland University Consortium Library. Arctic Centre
- 18.45– Evening party at Korundi. Welcome to the Congress!
- A concert by Lapland Chamber orchestra and Dinner, opened up by Head of Cultural services Hilikka Liikkanen, Rovaniemi City

## Thursday 25.8. | With the patrons

*Korundi, Lapinkävijäntie 4, Rovaniemi, Finland*

- 8.00–10.00 Registration for newcomers
- 9.00–10.00 Keynote speaker: Digital Switches between Physical and Virtual, Chief Engineer Jingru Høivik, National Library of Norway, Oslo
- 10.00–10.20 From Paper to Bytes, Toni Raja-Hanhela, Lapland University Consortium Library. University

- 10.20–10.50 Coffee and tea break
- 10.50–11.10 Poster session:  
One click away from Knowledge (ESF-project) – enabling peripheral participation, Project Manager – Information Specialist Riitta Kangas, Joensuu Regional Library – Tieto hanskaan (ESF-project).  
Youth Library work, library life in action!, Library Director Tuija Seppänen, Ranua Municipal Library, Member of Youth Library Workgroup, Finnish Library Association
- 11.10–11.30 PopuLAPPI – The Database of Lappish Popular Music, Special Librarian Marko Niemelä, Rovaniemi City Library
- 11.30–11.50 Culturemap, a new electronic resource of Barents Region, Head of Electronic Services Department Natalia Vetoshkina, National Library of Komi Republic
- 11.50–12.50 Lunch
- 12.50–13.10 What do children think? (What's their opinion?) Library Adviser Gunilla Brinck, County Library of Västerbotten
- 13.10–13.30 The library and society: cooperation & interaction, Librarian Alyona Nesterova, Komi National Children's Library Библиотека и общество Нестерова А.Н.
- 13.30–13.50 Library Wellbeing, Library and culture chief Carl Axel Gyllenram, Vindeln Municipality Library
- 13.50–14.00 Sponsor's address, Heli Isoaho, LM Information Delivery
- 14.00–14.30 Coffee and tea break
- 14.30– Meeting of the Sami librarians, Sami bibliography, Sami Librarian Irene Piippola, Rovaniemi City Library, Jorma Eton tie 6  
Tour by bus: Visiting with Santa Claus at the Arctic Circle and a photo with Santa Claus. Visit to the Library of the Lapland Institute for Tourism Research and Education, Information Specialist Heidi Minkkinen
- 18.45– Evening party at the Arktikum, Pohjoisranta 4: Congress Dinner, a concert by the Seitakuoro Choir, opened up by Library Director Susanna Parikka, Lapland University Consortium Library
- Friday 26.8. | Within the society**  
*Korundi, Lapinkävijäntie 4, Rovaniemi, Finland*
- 9.00–10.00 Keynote speaker: Partnerships in Finnish public libraries – preliminary findings of a survey. Library Director Pirkko Lindberg, Oulu City Library
- 10.00–10.20 Librarianship emerges in the library, Senior Lecturer Pirjo Tuomi, Oulu University of Applied Sciences, Degree Programme in Library and Information Services
- 10.20–10.40 International Partnership as a factor of modern Children and Youth's library, Vice Director Marina Elkina, Murmansk Children and Youth's Library
- 10.40–11.10 Coffee and tea break
- 11.10–11.30 The use of social media at Sør-Varanger library, Librarian Christoffer Nilsson, Sør-Varanger library
- 11.30–11.50 Interdepartmental social project "I choose life", Chief librarian Valentina Boyko, The Arkhangelsk Regional Children's Library named after A.P. Gaidar
- 11.50–12.10 University Library as a Center for Information Support To the High School, Chief Librarian Margarita Osipova, Library of Nordic literature, Northern (Arctic) Federal University
- 12.10–12.30 Regional Library – A means for better communication, or worse? Library Director Tiina Heinänen, Sompio Library
- 12.30–12.50 Closing of the Barents Library Conference 2011. Library Director Susanna Parikka, Lapland University Consortium Library
- 12.50–14.00 Lunch

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# Keynotes

## **Rouge-Oikarinen, Regis** | Cross-Border opportunities in the Barents Region

*Wednesday 24.8. 2011 10:50*

This paper attempts to understand, first, the meaning of the borders in the current world and in particular of those dividing the Barents and Arctic Region and to present, secondly, the existing opportunities and EU founding programs for cross-border activities. Despite the globalised society and the rising of a world characterized by flows and networks, borders aren't disappearing but rather, like many scholars suggest us, their significance is changing and their purpose is being constantly reshaped. This persistence of bounded territorial space appears obvious in the Arctic Region where the nation-states are still a crucial organizer of territorial spaces and cross-border activities. However, interaction and communication between people and institutions in the High North have been constantly increasing after the end of the Cold War and since Finland and Sweden joined the European Union in 1995. Hence, the cooperation promoted by the European institutions is providing new scopes for action to the inhabitants of the Barents Region and giving a tangible opportunity to "think and work across" the current institutional framework. This paper also seeks to assess the meaning of the current cross-border interactions for the emergence of new regional spaces in the Arctic especially across the Finnish and Russian border area.

**Regis Rouge-Oikarinen, Research Director**

**Faculty of social sciences**

**University of Lapland**

## **Høivik, Jingru** | Digital Switches: Between Physical and Virtual

*Thursday 25.8.2011 9:00*

The presentation describes a model for switching between physical and virtual representations of cultural artifacts, using the digitization at the National Library of Norway as a baseline example. The model is based on Foni, Papagiannakis's classification scheme. It may be technically implemented by Quick Response (QR) coding as an adjunct to the museum or library artifact, data storage "in the cloud" and with access from mobile computing devices. This perspective is expanded upon with entry points to mobile search based on location and voice input.

**Jingru Høivik**

**Chief Engineer**

**The National Library of Norway**

# Presentations

## **Boyko, Valentina** | Interdepartmental Social Project "I choose life"

*Friday 26.8.2011 11:30*

In the latest decade consumption of alcohol, drugs, and other psychoactive substances by young people in the Russian Federation has become a real problem that threatens people's health, economics, social sphere, law and order.

The age of drug addict people is getting younger. Many start using drugs at the age of 8–10. There are cases when children become drug addict at 6–7.

The problem of prevention and early detection of drug addiction among school children can't be solved by means of narrow departmentalism. Positive results can be achieved only by joined efforts of different departments and wide number of public organizations.

No doubt that family still remains the main "shield" protecting children and teenagers, but unfortunately in some cases even relatives fail to cope with the problem. That's why very often the real help can come from a teacher, a librarian, a school psychologist or a doctor.

In November 2010 the Arkhangelsk Regional children's library together with the Arkhangelsk regional centre of medical prophylaxis, the Regional board of the federal control service on drug trafficking and the Board on juveniles' rights protection launched an interdepartmental social project "I Choose Life".

The project "I Choose Life" is one of the tools of building the competitive system of values excluding harmful habits destroying young people's life.

The project consists of a number of prevention activities for children and young people:

- My Health is in My Hands (librarians) – discussion, multimedia presentation;
- Facts about smoking (physician, family doctor)– discussion, multimedia presentation, quizzes;
- Freedom of Choice is Freedom from Addiction (chief expert in narcomania of the Arkhangelsk region) – discussion;
- Film "The Right to Live" (librarian) – discussion;
- Film "Drugs" (librarian) –discussion;
- Workshop with the students of the faculty of clinical psychology, social department (librarian, university professor);
- Days of prevention of child neglect and juvenile law breaking at schools (public organizations, librarians);
- Social posters contest (librarian)– 20 best posters are published and exhibited at schools, libraries of

Arkhangelsk and in the city of Tromso (Norway);

- Round table for social school teachers " Interdepartmental interaction in the field of harmful habits prevention among children and young people" (all project partners);
- Meeting for parents on the issues of healthy life-style among children and young people (doctors, teachers of the center of medical prophylaxis).

All the project activities are aimed at the creation of the information shield against drug addiction, alcoholic addiction and smoking.

**Valentina Boyko**, Chief librarian of the Arkhangelsk Regional Children's library named after A.P. Gaidar

boikovo@atnet.ru

## **Brinck, Gunilla** | What do children think? (What's their opinion?)

*Thursday 25.8.2011 12:50*

"I'm not at home because you are not nice to me" was written on a piece of paper lying on the kitchen table, when I came home from work one day for about 15 years ago. It was my son; he was 5–6 years at that time, who had written to me. What I had done I don't know, maybe I had told him to go out and play, rather than sit by the computer ... it is not so important anymore. But, I thought: "Good thing he can write, so that I may know why he isn't at home. And how lucky that I can read, otherwise I wouldn't understand, and not been told how angry and disappointed he was".

And that's two of the fundamental elements of communication – to read and to write. And the most important foundation of democracy: the ability to absorb information and the ability to formulate, in words or text, what one thinks. The right to freely express your opinion!

The Swedish Parliament has adopted a public health policy with 11 objective domains which cover the most important determinants of Swedish public health. The objective domains are about such things as economic and social security, good living conditions, better health in working life, healthy and safe environments, health care etc.

However, the first objective domain is about "Participation and influence in society". "Participation and influence in society 'is one of the most fundamental social conditions for human health and therefore should be a particular objective domain" it says in the text.

And, that special emphasis should “be given to strengthen the ability and opportunity to social and cultural participation of economically and socially vulnerable people and on children and adolescents as well, as ongoing opportunities for influence and participation in society”

But how do you get influence and participation in society? Many children and young people do not feel involved – look at these riots flare up in the big cities. One of the reasons is, I think, a lack of belonging.

What do children think? What is their opinion?

I will not answer that question. I can not answer that question. Children are individuals, they think different, just like adults, but their views are used far too little. In Sweden there is no real social structure for children as citizens, for their involvement in social issues (and not just in their own affairs as how their room should look like or what shirt they should wear).

I will not answer the question, but I want to reflect on how we can find out what young people really think and feel. (As a parentheses, I think that children’s librarians who read a lot of children and youth literature have a pretty good picture of children and young people’s worlds. The books are certainly in most cases written by adults, but if they are appreciated by young people themselves, they should have a degree of authenticity in all cases. That is I would say, “a quiet librarian skill”)

How can children and young people have more of a say in society – and of course in the library? How do children gain influence in the adult-oriented organizations?

Of course it depends on whether and how we, as adults, let them in. Adults have the power both at home and in the public domain. Adults have more resources, both physically and financially. Children and young people want and can affect their lives, provided they receive understandable information, which they can handle and discuss. But children and young people are rarely heard in planning and decisions that concern them, although they are entitled to, under the Convention on the Rights of the Child.

Already, when we are small we are introduced to the fact that *what is big is more valuable than what is small* as Janusz Korczak wrote back in 1920s. (Korczak was the one who put the ideological background to the Convention).

Adults assume the right to have precedence. Adults think they know how a 4 year old think and feel, because they themselves once where 4 years old. Between adults and children there is a power structure based on generation (cf. gender power order). The power order is both structural and situational. There is an order of power already when children and adult meet, and it is the adult’s responsibility to release the child. Children have been regarded as objects, there

hasn’t been faith in what they can bring and share with the community. However, children are experts in childhood – they are subjects!

It’s all about my view, the adult’s view of children and childhood. Do I see the child as an empty vessel to be filled with content? Do I see the child as an innocent creature that has to be protected from all evil or do I see the child as co-creator?

Do I believe that “this child knows and is capable of something I do not know anything about”? If you ask (the right way) and listen closely, it appears that the children themselves often have very interesting perspectives and points of view and perhaps an entirely different view of the situation.

We have to ensure that children are listened to, supported to express their thoughts and views – and that these views are taken seriously. In this way, children are involved in making decisions and given the opportunity to share responsibility for the decisions taken.

But we also need to reflect on what participation really is. Is it always positive? Is it to “take part”? What happens when the expectations for participation are created? How much do we allow the children to decide? And about what? There may be conflicts of interest. Which power relations will then become visible? What must be changed so that the democratic system works even for children? We have to keep on listening and take part of the neverending ongoing dialogue!

And I do think that libraries and different cultural activities are the arenas in which democracy issues come alive, become real and create meaning.

(Although I’ve been a child once upon a time I do not know automatically what it’s like being a kid today) The reality and everyday life of children and young people is changing rapidly and we have to keep up and offer activities that appeal to them.

At the library the importance of the participation of citizens is increasing. Customer surveys and questionnaires is fairly common and easy to use.

But children often are lumped together in the group 0–10 or 0–20 years, and the questions asked are very general and not always easy to understand. And how would the small child, the one who cannot read, respond? “The library fulfill the requirements I think are reasonable to have”

But there are examples of surveys for children. “What’s your opinion?”

If you like = green smiley, if you don’t like = red smiley also. Draw a circle around your answer.

Maybe you have good examples of surveys for children? I’d be glad to know about them!

The interview, or the conversation, are other methods. One person or some persons ask another person or a



group. An interview is of course more labor intensive than a survey, it requires careful preparation, it takes time to implement and then compile and analyze. On the other hand you have the opportunity to ask supplementary questions, observe any misunderstanding, learn more about how the respondents think and maybe gain a deeper knowledge.

This report: "It should be so big that all who want to come fits in" is an example of how a library in the Umeåregion used pictures and photos to start the discussion.

One of the questions was: "What should a library house be and look like to suit children"

And this was the answer.

This model of empowerment, that is considered to fit particularly well for the library environment, is often called the "focus group". Under the guidance of a moderator a group of people is discussing a given topic. The group can be composed of voluntarily reported, perhaps a school class (which is then divided into smaller groups) a book circle or otherwise.

The real challenge is to form a group of people that not visit the library!

The idea of the focus group is to try to find out how to think and talk about a certain topic, it's a structured discussion around a particular theme. The intention is not to present a "right answer" or a common view. The aim is to get as many views as possible, on existing activities or as a basis for development of the business. How to prepare the focus group is of course important. Which topic should be discussed and why? Who are the participants, and how many? It is also important to be aware of and to highlight your role as moderator, interlocutor or interviewer regardless of the context.

It's important to remember: How I ask and how I listen affects what gets said.

I'm half the premise of the meeting. It could be an idea to record a conversation simply to observe oneself. It is not uncommon even for an interviewer or moderator who is sensible and qualified, but becomes aware of how much they control and interrupt the children. And how they may miss important topics and questions.

This forum of discussion fits library culture, and perhaps especially children and youth departments. All inquiries about children's library usage shows that the personal meeting is the most important. Children want to build relationships with the library staff, then comes the potential issue.

The communication is based on respect for the other part. What I know and have learned about children affect what I perceive. If I believe a 2 year old cannot draw a head with legs I do not expect it either.

I can practice and learn how to talk with children. I can train myself to be surprised and try to be surprised.

I mustn't assume I know everything that the child knows in advance. It can be hard to resist control. And it can be difficult to get around the imbalance in power. Children may find it difficult to tell an adult what they do not like.

But the conversation situation is an opportunity for the library to promote themselves, for staff to be visible and create relationships and for children to feel involved in the development of the business.

An important effect is how I develop in my profession. I will keep on learning all the time, if I am sensitive and listen!

In order to have use of the new knowledge is, of course, reflection, analysis and synthesis required. But even more important is, to give feedback to the children who have participated, the younger the child the faster!

Finally I'd like to give some thoughts about how to find out what the really small children, the toddlers under 2-3 years of age, how they think and what they like?

Public areas are rarely suited to the very small citizens and a visit to the library can turn into a negative experience because many things are very dangerous and prohibited.

*How do we create the welcoming room for the baby?*

I'm going to present a few examples from a museum educators' work to find out how. She wanted to build an exhibition for the really small toddlers, but what would it look like? As a former preschool teacher, she was used to observe and document, thus she invited herself to a pre-school and began studying children under 3 years old. She completed the picture by using the characteristics of the toddlers which have been identified in the scientific community where they speak of a "toddler-culture".

The toddler culture is a culture that is common to all young children regardless of gender and ethnicity. The toddlers uses their whole body and all their senses to explore their surroundings. Everything that a child does makes meaning. In what we adults call "play", they learn how to relate to the world.

Based on these studies the exhibition "Can do it myself!" was built to suit the special needs of small children. In four small houses, children can discover and explore objects, shapes, colors and materials.

What is the characteristic of the "toddler-culture"?

The baby needs to see the big picture first. If a new and strange environment provides a peaceful and harmonious impression it will be much easier to approach it. It will be exciting rather than dangerous. The children want to have confirmation from the adults around them. The adults should not interfere, only confirm "you are good" and "yes, I see." The little children like small objects to play with. They like to keep something small in the hand and they like to pick in and out, sort

things, move around, match and compare. They like to see other children and mimic each other. They like to walk or crawl next to each other. They like to put things on the head, try on shoes and pushing buttons.

They also need to rest and reflect on what they have been through (just like the adults ...)

How can we build libraries and offer library activities and service that welcomes the very young citizens, those who can not answer the survey but who are entitled to a business that stimulate their senses, thinking, language development and provides emotional and aesthetic experience.

How can we help the baby to crawl into the world of literature and enjoy it? This is the exciting challenge!

**Gunilla Brinck, Library Adviser**

**County Library of Västerbotten, Umeå**

[gunilla.brinck@regionvasterbotten.se](mailto:gunilla.brinck@regionvasterbotten.se)

## **Eikås, Hildur | Sør-Varanger librarys place in the local community**

*Wednesday 24.8. 2011 13:30*

Sør-Varanger library is placed in the middle of the town Kirkenes. Very central in front of the square. As a border municipal the sign of the library is in Norwegian and Russian since 2000. This is very special in Norway and the sign is photographed a lot from visitors. The Twin City concept (Russian–Norwegian collaboration between Pechenga and Sør-Varanger) is a priority. For the library this is one of our most important task to take care of, and also to develop in the future. We have a Russian collection with books and media. We get special money to serve Finnmark and Troms counties. But many libraries in whole Norway are using this library service in spite of that Deichmanske library in Oslo has this national duty for hole Norway. Our collections are very attractive. This is quite a challenge for us, I must admit.

We want the library to be a good meeting place with different arrangement, exhibitions and discussions .In other words, to be a knowledge- and social arena. We have arranged evenings with authors, and the local authors are most popular. That is very good, but sorry to say, when we have an author from Island, winner of the Nordic Council Literature Prize (Einar Már Gudmundsson), we have just a few listeners. Maybe you have the same problems in your library? In the picture we see our local author Steinar Wikan telling about his new book from 2009 “Kola – the borderland in East”. This book is number 2 at the most read non-fiction books in 2010.

Sør-Varanger library has cooperated with Finnmark College and Barents Institute about what is called “Border stories”. This is a research program, and we had an open evening in our library in April 2010. I am really astonished about that it were crowed with people (75) and that people stood up and told their stories and

experiences in two hours without a pause. The program was sound streamed later on. And also the broadcasting was present. The man in the picture is Martin Seljesether. He is over 80 years old. He told a very good history from war time.

The library is crowded with people, as you can see. The man in front of the picture with camera, Stein Roar Mathisen, is responsible for the project ”Border Stories” at Finnmark College School.

In fall, the 17th of November, we had the same thing in Nikel library in Russia. Sør-Varanger library were the “bridge opener” for these “happenings” in “the border libraries” and it seems not to stop. People want more. Fantastic! I really love these evenings, and we have a lot of funny histories. Finnmark College will release a “Border Stories book”, hopefully soon. The local news paper, Sør-Varanger Avis, has published many border stories articles. And I myself wrote one. I have many years of experiences with collaborations with North-West Russia and we have a very good library network. At the picture we see Jurij Pavlovith Smirnov, a geologist and veteran.

We have several exhibitions during the year. We collaborate both with Nikel library and Nikel Art School for children. It is important to show the children “view of the world”. And as we all know, the Russian children are very lucky to have very good culture learning and have art schools, and they are very clever. Ekaterina Kon-drashkova, 15 years old, has made this picture.

Many of these exhibitions are shown for different ambassadors visiting Sør-Varanger library (USA; Russia, France). So why do these ambassadors visit our library? The Barents Region and also The North Area is important both political and cultural. A border municipal to Russia and Finland is our unique location. And the library is important because we are what we called “threshold” for people and a melting pot with different nations. In February 2011 we also had a visit from our Queen Sonja. She was opening the culture festival “Barents Spectacle” . We gave her Majesty a present, of course a picture from Nikel, Russia. An aquarelle “The moon cat” made by a 15 year old girl. And the Queen greeted the whole staff, very nice!

Sør-Varanger library has very good collaboration with the main libraries in Murmansk since many years ago. Both for adults and children. Here we see handmade books borrowed from the children library. The children are inspired by our famous children author Anne-Cath Vestly.

This year it is 70 years ago Hitler and Nazi German invaded the USSR. We are talking about the Barbarossa Operation (22 June 1941 to 9 May 1945). This summer we made a very good exhibition with books and posters. We have close cooperation with the Russian General Consulate, which is located in Kirkenes.

Children from Kindergarden in library is learning

about flowers, fruits and vegetables. The children librarian Zina Pedersen to the left.

Directly from Murmansk was the U.S. Ambassador Barry B. White on a visit to the library Wednesday afternoon on April 5 in a glorious sunshine. And as usual, we got great book gifts on such occasions to BRAC (Barents Region American Corner).

Sør-Varanger library has borrowed this art game "Barents at Risk – Resources at Play" from Pikene på Broen (The Girls at the Bridge). It is a game about the future of the Barents Region. Art in public spaces are important, and this is a good example of cooperation with a library and a cultural producer. We aim to lend the exhibition to Nikel and Ivalo library, if possible. It might be a problem because of the custom control and rules.

Homework assistance for immigrants started in February 2009. It takes place once a week. Ten retired teachers contribute. This is a partnership between the Volunteer Service, the Refugee Section and Sør-Varanger library. To the right, retired teacher Mari Reite (which Hildur had as a teacher in elementary school.)

The Tourist Information has been located to the first floor in the library for three years now. It is co-located with the newspaper and magazine collection. In two years I was responsible for this duty. This has changed now. The library got half a million NOK to serve this duty. Now we get money for rent premises for the Tourist Information. But the duty is still the same. About 12000 tourists are visiting the Tourist Information every year. It is a so called win win situation for both the library and the Tourist Information.

Before Christmas it has been a tradition to make a "Ginger Bread Town" in the library. Kindergartens, schools, hotels, Barents Secretariat, Samovar Theatre and several more have made different buildings and figures to our town. The last year we began to have a special name at the Town, for example "Kirkenes – the Future Town", "Kirkenes – The town by the Sea". This year we will have the name "Kirkenes – the Border town". We hope to have contributions from both Russia (Nikel) and Finland (Ivalo) and also to have different culture elements from all three countries. We want the town to be surrounded with border posts.

Our famous Ships – "Hurtigruta" has a voyage from Bergen – Kirkenes (and back again to Bergen if you want to join the whole round trip). This summer The Norwegian Television did a special stunt. The voyage from Bergen to Kirkenes was filmed every minute in 5 days. Everybody could follow the trip in television directly.

The broadcast is recorded in the Guinness Book of Records as the longest television broadcast in the world. 2.6 millions TV viewers followed the trip, also from abroad. In every Norwegian port a lot of people greeted Hurtigruta Nordnorge with flags, songs, dancing and

posters. Kirkenes was the ending station for this trip. And of course Sør-Varanger library joined this big happening. We made a big poster where it was written "Use the Library" in Norwegian, English and Russian with municipal coat of arms. We were dressed in sweaters in the same color, yellow and red. It was really funny.

In this picture you can see the first draft of a "Barentshouse", the so-called "world's tallest wooden house". If this is realized, a new local library can be placed in this house. And then I think Sør-Varanger library's place in the local community even will be much larger than to day. Thanks a lot for your attention!

**Hildur Eikås**

**Library Director**

**Sør-Varanger library**

### **Elkina, Marina Vladimirovna | International Partnership as a factor of policy of modern Children and Youth's library**

*Friday 26.8.2011 10:20*

The library attaches great importance to the projects in international cooperation. International partnership is one of the priorities in its work.

International neighbourhood is mutual affair. So we must know our neighbours including neighbours on the planet learn their peculiarity, traditions, culture and work with them.

What has our library got in international partnership portfolio today? There are several developing projects which all participants are interested in.

The international contest of children's handwritten book can be considered as a starting project. During fourteen years our library organize it every year in collaboration with business partners including 22 co-founders. Every year more than 5000 children and youths from school age to students take part in the contest from the territory of BEAR.

This project has cleared the way to the next – "The museum of children handwritten book". Now there are more than 5000 unique children editions.

It would be a crime to keep the books only within the precinct of the library. So we decided that our books must be seen in the town, region, other regions of Russia, abroad. So our international partnership project "Book-traveler" has originated. This project enables residents of BEAR, other Russian and foreign regions to see "the miracle of children's creativity".

The contest of handwritten book is transient; the exhibition of the books works only in certain time. But we wanted people could see the books constantly. So we thought of the project "Book about books" – publishing collections of the best competitive works. Today the list of partnership ends in the project with the "modest" name "We conquer the world".

The most successful experience became the bilingual (on Russian and English languages) edition of the book "Fairy tale" which have been composed and drawn by children from Russia.

Practically every day big systematic work with the countries – our north neighbours goes on. Is it difficult to have enough time? Of course it's intense but very interesting. Partnership in "children" policy is a great experience of mutual understanding, interaction between the parties. It contributes to increase of the libraries' competence. Make friends with somebody from other country means to acquire knowledge about this country and to tell about yourself. It is equally valuable for both children and adults.

**Marina Vladimirovna Elkina**

**Assistant Director on Coordination and international projects  
Murmansk Children and Youth's Library**

### **Gyllenram, Carl Axel** | Projekt "VälBefinnande" – Project Welfare 2008–2010 at Vindeln community library

*Thursday 25.8.2011 13:30*

Vindeln Municipal Library undertook "Project Well-being" 2008–2010. The project was supported by the National Arts Council.

The project aimed to clarify, deepen and develop the library's activities, in order to improve well-being – physical, mental and social – of the residents, to broaden the library's roots in and make it more indicate certainty and visibility to the local community and find new partners, to increase awareness locally, regionally and nationally on public libraries and the important potential role in promoting human health, particularly in view of culture and literature's potential in this regard.

The target audience for the project was primarily the inhabitants of Vindelns municipality, in the alternative residents in the Umeå region (municipalities / libraries together), in third place all who want to take advantage of new methods to improve health and wellbeing of the nation's population.

We took note of the World Health Organization (WHO) definition (1946) about health as "a state of complete physical, mental and social wellbeing and not merely the absence of disease and disability". But even the eleven public health objectives that the Swedish Parliament adopted. Among them include the "Participation and influence in society", "Increased physical activity" and "Healthy eating habits and safe food".

Vindelns municipal libraries conducted during the project period, two major cultural and health fairs.

The project has undoubtedly led to the library strengthened its position in the local community, and

that more people have discovered the library's potential and has taken note of library services and resources.

**Carl Axel Gyllenram, Biblioteks- och kulturchef  
Vindelns kommunbibliotek  
carl-axel.gyllenram@vindeln.se**

### **Hallikainen, Liisa** | Library in Cooperation with two Science Centres and a Museum

*Wednesday 24.8. 2011 15.30*

The Arctic Centre Library is situated in Arktikum which is famous for the Arctic Centre science exhibition and the Regional Museum of Lapland. This summer another science exhibition was opened in the Pilke house next to Arktikum. Both science centres, the museum and our library have agreed that cooperation with each other will help each of us in fulfilling the mission to communicate our visitors of issues presented in the exhibitions and collections.

The science exhibition of the Arctic Centre promotes the natural beauty and the cultural richness of the Arctic, while it informs the visitors about the ongoing rapid social and environmental changes occurring in the fragile Arctic. The Pilke Science Centre tells us, through all our five human senses, about the sustainable use of northern forests. The Provincial Museum of Lapland studies and presents nature in Lapland and the cultural heritage it has moulded. The exhibition depicts peoples' lives in these harsh conditions by combining pictures, sounds, artifacts and movement. The library tries to meet all these partly overlapping topics in its collections.

The cooperation in Arktikum and Pilke consists of common programs for schoolchildren, common programs for local people on certain special events like the International Museum Week, the Rovaniemi Week etc.

Last spring we had a task route for eight-graders. The schoolchildren had to go through a route with a stop in every exhibition and in the library. They had a task on every stop which they had to do with help of the staff in the exhibitions and the library. After this successful start we are going to develop the methods, the programs, the topics and provide the local schools with new programs and happenings in the future.

**Liisa Hallikainen, Information Specialist  
Lapland University Consortium Library, Arctic Centre**

### **Heinänen, Tiina** | Regional library – A means for better communication, or worse?

*Friday 26.8.2011 12:10*

The Sompio regional library – a library of three independent municipalities: Sodankylä, Savukoski and Pelkosenniemi – started in 2009. Birthing this new library took nearly three years. It demanded a lot of

communication, negotiations, presentations, meetings and written papers.

Now that the new library is fully working how is it with communication between the municipalities, between the library staff and with customers? Has it changed for the better or at all or for the worse?

Communication between the municipalities is more frequent and intense than before. Sodankylä municipality administrates the Sompio library. The Sodankylä board of education and cultural services is responsible for managing the library according to the Library Act and Decree plus the mutual agreement. Savukoski and Pelkosenniemi have elected a representative, who partakes the board meetings when there are library matters on the agenda. Other than this, there is interaction on current issues always when needed between the municipalities.

How to form an effective work community when part of the staff is a hundred km away and another fifty km away? Right from the start co-operation and unity were emphasized by arranging opportunities for the staff to get to know one another. There is still twice a year a get together with all the staff.

How does the new library communicate and interact with its customers? Making the new library known among the inhabitants of the area was taken into a special focus. The Sompio library has branded itself with the cultural heritage that all the three municipalities share. The library wants to be for the people with the people.

**Tiina Heinänen, Library Director**

**The Sompio Library**

### **Hyötyniemi, Mikko** | Barents libraries go to Facebook

*Wednesday 24.8. 2011 15:00*

Almost every one of us on Facebook has more or less active “friends” as well as our own interest groups and organizations.

When making the search dealing with Barents region there can be found only three hits: Barents Euro-Arctic Cooperation, BarentsObserver.com and Barents Library Conference 2011. Interaction in all of these is mostly “thumbing”.

There will be found also an Ask a Librarian, Lapponica Information Service and Barentsinfo. All of them are very helpful for the inquisitive users But there is not existing a direct and interactive opportunity to exchange experiences and news. Also a rapid access to information is nowadays more and more needed.

The Barents libraries should, maybe already during this conference, establish and start work to produce their common webpage on Facebook and meet this need.

This project could produce significant benefits, not

only for the libraries and customers but also for each surrounding region and its well-being.

**Mikko Hyötyniemi, Information Service Secretary**

**Lapland University Consortium Library, Arctic Centre**

### **Kangas, Riitta** | One Click Away from Knowledge (ESF-project) – enabling peripheral participation

*Thursday 25.8.2011 10:50*

The purpose of the project is to enable peripheral participation through social web and Library 2.0 and to encourage lifelong learning and active citizenship. We believe that communication + participation = active community library. The project develops the following topics:

- guidance services for adult learners
- distance instruction (ie. skype, online communication)
- workshops to develop technical skills (ie. social web workshops for library staff, adult learners and their teachers)
- information literacy education (seminars, training days)
- a new way of thinking library as a service rather than a four wall facility (the librarian goes where the customers are and provides library services to the customers by VPN connection – Virtual Private Network)

The project does not forget the books: it arranges virtual bookclubs as well as bookclubs that combine reading and using the library’s online catalog and other electronic resource. The librarian also gives booktalks to study groups, teachers and adult customers.

One Click Away from Knowledge (Tieto hanskaan in Finnish) is funded by European Social Fund and is carried out by Joensuu Regional Library in close co-operation with OK Study Centre (a nationwide adult education institution) and North Karelia Summer University. The working period of the project is 2009–2011.

**Riitta Kangas, Project Manager – Information Specialist**

**Joensuu Regional Library – Tieto hanskaan (ESF-project)**

### **Kankaanpää, Paula** | EU Arctic Information centre

*Wednesday 24.8. 2011 11:50*

The proposed EU Arctic Information Centre provides a channel for dissemination of Arctic information within and outside the EU. The Centre offers access to relevant and updated Arctic information, gives support to the formation and continuation of EU’s Arctic policy and helps to guarantee its coherence.

EU Arctic documents refer to a gap in the dissemination of Arctic information across Europe and a need to improve the diffusion of European related information in the Arctic regions. The EU Commission and Council have expressed the need to explore the possibility of

establishing an EU Arctic Information Centre.

The European Parliament calls for a joint, networked undertaking, and highlights the proposal by the University of Lapland in Finland. This initiative is supported in the Finnish Arctic Strategy. However, EU Commission has not yet taken any official position on the initiative and the timetable of launching the EU Arctic Information Centre is not yet known.

In this proposal the Centre is formed through an all new collaborative structure of key players that have expertise, skills and contacts on Arctic issues. The Arctic Centre of the University of Lapland will host the headquarters of the EU Arctic Information Centre. The fact that the hub of the network is located within the geographical arctic demonstrates that the EU does attach great importance to Arctic issues. This proposal has the official support of the Sami Parliamentary Council.

The overall aim of the proposed EU Arctic Information Centre is to facilitate two-way information exchange between the EU and the Arctic, as well as offering targeted services by processing and aggregating information for different needs and target groups. The intended users of the EU Arctic Information Centre are the EU institutions, European countries, and their citizens including Arctic Indigenous Peoples, research institutions, the private sector and other stakeholders.

**Paula Kankaanpää, Director of the Arctic Centre**

**The Arctic Centre**

### **Lane, Heather** | National nodes in an EU network for Arctic information: the United Kingdom perspective

*Wednesday 24.8. 2011 14:40*

The Scott Polar Research Institute (SPRI), part of the University of Cambridge, is a long-established centre for research into both polar regions. Its research groups investigate a range of issues in both the environmental sciences and social sciences of relevance to the Arctic and Antarctica. Its polar library has comprehensive holdings of scholarly books and journals on polar research, with exceptional archival collections from the exploration of the Antarctic and Arctic, along with extensive online resources, including bibliographic and other information.

This paper examines the potential role for the SPRI Library within the proposed EU Arctic Information network. It places the national nodes for the acquisition and dissemination of information on the Arctic within the EU framework and also within the context of other international networks, such as the Polar Libraries Colloquy.

**Heather Lane**

**Librarian & Keeper of Collections**

**Scott Polar Research Institute, University of Cambridge**

### **Minkkinen, Heidi** | Popularizing of tourism knowledge – focus on national Tourism Foresight

*Thursday 25.8. 14:30*

The Lapland Institute for Tourism Research and Education is a unique knowledge community, which combines tourism, all educational levels, and innovative research and development activities. The institute is formed by the subject of tourism research at the University of Lapland; the fields of tourism, catering, and economy at Rovaniemi University of Applied Sciences; and the fields of tourism, catering, and economy at the Lapland Vocational College. An integral part of the Institute is also formed by its own library, which houses the one of the largest collection of tourism studies in Finland and is located in the same campus with the Institute.

The Institute operates in close cooperation with the Lappish economy, the international scientific community, educational institutions and authorities. Also the Lapland University Consortium Library Tourism is actively engaged in many Institute's activities and projects, among other things popularizing tourism knowledge – both within Institute as well as with the surrounding society. One of the Institute's primary development topics is "Tourism foresight". The institute has a role that is defined in Finland's Tourism Strategy to produce and disseminate tourism foresight knowledge that benefits tourism industry. The strategy also states that the University of Eastern Finland has a role in developing a national tourism research database. In connection to these activities, the Lapland University Consortium Library Tourism is actively involved e.g. in developing a popularized foresight section into the national tourism research database.

**Heidi Minkkinen, Information Specialist**

**Lapland University Consortium Library, Tourism**

### **Nesterova, Alyona** | Library and Society: cooperation and interaction: The experience of the National Children's Library of the Republic of Komi named after S. Marshak

*Thursday 25.8.2011 13:10*

National Library for Children of Komi Republic named after S Marshak (hereinafter – NDB RK) – Gatherer, and keeper of all national and local studies of children's literature in the country, only some of which provided open access to Internet resources.

The library has significant collection of books and periodicals in the Komi language, Finno-Ugric children's literature and literature of the peoples of the North. Library exchanges books with children's libraries of Udmurtia, Komi-Perm District, Mari El, Mordovia,

Finland, Karelia, Khanty-Mansi Autonomous District and other regions. A national digital library for children is organizing now, access to which is provided for everyone on the library website.

With the culture of individual peoples young readers bring together creative meeting with representatives of different ethnic groups. Library is more than once visited by the delegation of writers and cultural workers from various regions of Russia, Finland, Norway, Estonia, Sweden and Hungary. NDB RK regularly organizes nation-wide, inter-regional and republican library research, creative writing competitions for children, workshops, creative workshops, conferences, roundtables, publishes bibliographic materials in various areas of library services for children and children's reading.

NDB RK implements various projects. Currently with the financial support of the Company Matthias Castrén library implements the project "Hello, Kuratov!", which resulted in a publication of the anthology Children of literary creativity in the Komi language. Appendix to the book will be a disc of works performed by children in their native language. Enterprise "RPO" Syktyvkar "VTB 24 (JSC) is a financial partner in the project "Cities of my republic, which will result eponymous publishing multimedia CD for children.

At this conference we would like to identify ways of cooperating with libraries and community organizations in supporting and developing children's reading books by authors from the Barents region in the following areas:

- Book exchange new books for children books writers in the Barents Region;
- Joint training of the children's library Barents relevant and effective methods of promoting children's reading;
- Developing joint projects (based on an NDB RK conferences libraries in the Barents Region, festivals, children's literature writers in the Barents Region).

Alyona Nesterova, Methodist local history department of the National Children's Library of the Republic of Komi  
komdet\_kray@mail.ru

### **Niemelä, Marko** | Populappi – The Database of Lappish popular music

Thursday 25.8.2011 11:10

The idea of this additional database project is to verify the existence of Lappish popular music via library internet services. There are – and has been – a lot of different kinds of music cultures, genres and musicians in Lapland. So far the diversity of Lappish popular music has been way too invisible in the public media and in the field of Finnish music research. Everyone knows and recognizes Sami yoik, but has anyone heard of Lappish dance bands, hiphop or heavy metal groups? Through this project it is possible to highlight the big picture

of the popular music phenomena of the Lapland – through its past and present.

Populappi ("popu-lapland") is one year project (2011) and it is formed by Rovaniemi City Library in collaboration with Arts Council of Lapland. Special librarian Marko Niemelä is responsible for the textual content, Karl Simonlehto is the graphic designer, regional artist and producer Petteri Putkinen is putting the data into practise and regional artist of popular music Hannu Raudaskoski takes care of overall supervising.

Database will be based on biographies of musicians and their line-ups. Populappi is designed for easy use and for interfacing with a social media.

**Marko Niemelä, Special Librarian**

Rovaniemi City Library – Regional Library of Lapland

### **Nilsson, Christoffer** | Sør-Varanger library use of social media – Christoffer Nilsson

Friday 26.8.2011 11:10

The purpose of this presentation is to tell about our experience with social media: why and how we use it and the result we have seen. Including what to think of and future ideas.

We have since April 2010 used blog – sorvar.wordpress.com and December the same year we began with Facebook. Besides that we also have a website at the homepage of Sør-Varanger municipality.

#### *What is social media?*

A short answer may be: a technologic and social instrument of communication and interaction. In other words: an easy ways to create content and let people interact/comment on it. The definition is broad, but is enough for this presentation.

Why did we want to use social media? Our main reasons to use social media are:

- Come closer to our patrons.  
Easier for the patrons to contact us.  
Easier for us to contact our patrons.
- Openness on what's happening at the library.
- Share information and knowledge from us who work at the library. Especially about Russian related content.
- Show more of the staffs interests and thoughts about literature.

#### *How do we use social media?*

Blog and Facebook are two different tools of social media and we don't use them the same way.

#### *Blog*

Our purpose with the blog is to share information. Information of what's happening at the library and information in our main fields: local literature and

literature related to Russia. From the start I also wished to include literature recommendation and thoughts from the staff.

At the blog we also put up sound clips from lectures, so those who couldn't visit may hear it afterwards. We have made some attempts with video recording. Due to insufficient quality we decided to upload sound together with still image and PowerPoint presentation, instead of motion pictures.

In the blog I wish to mix objectivity and personality, especially in book reviews. Just information usually won't make it enough inspiring for social interaction. They may find it interesting to read about the book, but they will probably not make a comment or any other interaction.

The reason I want personality is because I believe that it's building a relation between the library and patrons. Make them interested and feel that the library is something for them.

We have so far published 102 entries, spread on more than 19 categories.

The top categories are.

- What's new (no. "Nytt") – 46 entries  
New literature, movies, etc.
  - Russia (no. "Russland") – 22 entries  
About Russia, literature in Russian language.
  - Exhibition (no. "Utstilling") – 16 entries
  - Arrangements/Activities (no. "Aktiviteter") – 13 entries  
Arrangements at the library: lectures, happenings, etc.
  - Local (no. "Lokalt") – 12 entries  
Literature and text with local interest.
  - Book recommendation (no. "Boktips") – 12 entries
- We can clearly see that "What's new" and "Russia" are the most popular categories at our blog.

### *Facebook*

With Facebook we got the opportunity to come closer to our patrons and make social interaction easier. We share to people who have interest in what we do. One message from us and our followers can eminently see it in the news feed. But of course, if the follower follows many the messages will stay at top only for a short time. The most important thing we do with Facebook is to build an atmosphere of the life at the library, and include our followers into it. Make it a platform for sharing and communication.

We share everything we publish on either blog or homepage at our Facebook-page. We also publish things we don't publish elsewhere. Mainly:

- Post short messages  
Example: photo of children from a kindergarten who visit the library.

- Ask questions  
We may ask question, both rhetoric and none rhetoric, like "What do you read for the moment?", "To you like to play games? We have games at the library".
- Small talk  
Tell about minor things that happens at the library or the square outside.
- Recommend articles

### *Result*

Our experience with information sharing through blogging has been very well received. We saw especially that text and information about Russia and its culture immediately gave site traffic and reactions. Something we weren't surprised of - we knew that information in Norwegian were insufficient.

Entries connected to Russia are seven out of ten of our most viewed.

Our most viewed entries are:

1. An easy way to learn Russian language  
(no. En fantasisk lett måte å lære russisk språk på!)
2. Liv Gade gives book recommendation for youth  
(no. Liv Gade gir boktips til ungdomer)
3. Books that cross the border (no. Bøker som krysser grensen)
4. Recommended book: "Metro 2033" – Dimitrij  
Glukhovskij (no. Anbefalt bok: "Metro 2033" – Dmitrij Glukhovskij)
5. Colorful Russia (no. Fargerikt Russland)

The search terms to find our blog shows the same pattern: "Russian language" in top, followed by "learn Russian", "Liv Gade", "Russian language course" and "Bugøynes". Liv Gade is a well known Norwegian book critic and Bugøynes is a small local community.

Nina Strimp, responsible for the Russian section, has done a good work with writing and promoting her knowledge. The competence we got in Russian related content, and now shares on the web has gain us respect and an authority in the field. This is especially true within the library sector in Norway. Something we are proud of. But it is not only libraries who respond; after a blog post about Russian movies we got contacted by a film club who wanted more tips. This would probably not have happened without the blog.

We may not get reaction as commentaries at the blog, but we do get reaction directly to us. And the statistic shows a growing number of visitors. The visitor comes mainly through our own sites but also through search engines. Many have told us they visit the library after they discovered us on net and read about our activities.

Our blog has mostly been information, as intended, but the touch of our personal views hasn't come through. The balance between personality and objectivity in blog entries are difficult; easily it gets too much information. And to clarify; "only information" isn't a



bad thing, it's an important piece. But with a blog you make so much more of it, and probably get more result.

On Facebook largest response (comments and likes) comes to messages about local literature and Russian content. But also small talk gets attention. Followers react more easily at Facebook and that gives us a good hint of what's interesting for them.

It's difficult to pick out what benefit we have seen with Facebook. But it gives us and our patrons and followers a good insight to what's happening at the library.

We are still in experiment and learning mode with Facebook and have just start to explore the possibility with social interaction. The numbers of our followers are for the moment 116. Not that much but it's growing.

#### *What to think of with use of social media?*

There are things we learned with use of social media, and still work on.

- It takes time.

If you not used to write, you will find that it takes time. To have success with social media you need to be quite good at communicate according to those "rules" (short, direct, clear, etc.). Three of us librarian don't have Norwegian as mother tongue. This may sometimes cause problem with spelling.

- Encourage staff to try

Internet and especially social media is new for many in our staff, and they struggle to understand the purpose. They may find it frightening to write text they know will be published on net. Everyone has unique competence so I encourage them to take small steps and be a part of the digital development.

- Creativity

With social media you need to have things to publish, different things. And to have something new you need to be creative. Explore the possibility; socialize with the followers, ask question and share what you find.

- Social media is a tool

Only because we have blog/Facebook doesn't mean that it makes everything easy. The challenges to get people to the library, rise interest in literature, etc. still exist. You still need to get them as followers and/or regular visit the site.

#### *Future ideas*

We have discussed some changes. The biggest on is to break away the Russian section of the blog and build a new, only with that content. The interest is big and we guess many of them aren't that into our local activities and new fiction books. If we split them the interested hopefully will increase for both blogs.

From fall we will try to video stream different arrangement. This will strengthen the tie between our physical library and the virtual one, including net activities and social media. This is to increase more interest of

what we do and we hope more people will discover the library.

We believe that social media fills an important function, a platform that help us get closer to our patrons. If we manage to handle it right we believe the result and benefit will have an impact for the library and patrons.

**Christoffer Nilsson, Librarian**

**Sør-Varanger bibliotek**

#### **Nordström, Regine** | **Barnens Polarbibliotek and authentic interactivity on a library site for children ages 8–12 years**

*Wednesday 24.8. 2011 13:10*

The website Barnens Polarbibliotek ("Childrens' Polar Library") was introduced 1997 by the County Library of Norrbotten. It makes the County Library of Norrbotten one of the pioneers in Sweden in terms of libraries on the Internet for children. But Barnens Polarbibliotek is not a site that offers traditional library services; one can for example not make reservations for books or other media. Instead, Barnens Polarbibliotek is a resource for activities such as reading and writing and it is a place where children can make themselves heard.

The editorial staff presently consists of one editor (Regine Nordström), one person responsible for design and technical architecture (Bengt Frank), two sub editors (Eva Lidström and Jimmy Gärdemalm) from the County Library of Norrbotten and librarians from three of the 14 county libraries (Agneta Krohn Strömshed, Kristina Ström and Liz ten Hoeve). The sub editors all work part time with the interaction and communication with the users. The librarians take care of questions about literature and other media. The editor staff work with texts, short stories, poems and web books, sent in to the web site by the users. Manager and publisher is the chief librarian Detlef Barkanowitz.

All the material made by the users and published on the website is edited by the staff. Barnens Polarbibliotek is therefore a safe site for the children. By editing all material we protect the integrity so the users not harm themselves or other persons. Editing material is also essential for supporting reading and writing. The work by the editors make the published material find its best form and present it like the writers intend to do it but not always have the skills to achieve on their own.

The interaction has increased during the years but even in the beginning, users could be published on the site and write their own stories. During a long period of years there where also a lot of different kind of project connected to the site. Those projects were primary oriented to local authors, local literature and new ways of cooperation between libraries in the Barents region. To reach users, the County Library of Norrbotten primarily communicated through schools.

Experiences from these years led to changes, in some ways significant changes, of the content and focus in the website during the middle of the last decade. Barnens Polarbibliotek increasingly became a site where users' interest had significant impact on the development of the content. The best example of this is the web book ("Webb-bok").

#### *Interactivity – interaction and authentic interactivity*

The process of developing the interactivity started in 2005 when it became possible for the users to communicate with the editor, write poems, short stories, write book reviews. It was also made possible to ask a librarian about books and other media. Barnens Polarbibliotek is a website where the children can make themselves heard. To make this happen in a respectful manner the term interaction is essential.

In Swedish interactivity usually denotes the interaction between a computer and a human being. However, the interactivity a website can offer differs a lot. For example playing a game or using an educational website which is built upon a definite chain of stages set in advance, is fundamentally different from a site where users' interaction lead to changes of the content. In the first example the website is exactly the same for a new user. In my second example both texts, pictures or comments can be made by the users and impact the content. The site therefore changes continuously and a new user meets a partly new site. This is what I would call authentic interactivity, an interaction that have impact on the result and as in an ordinary conversation, the result depend on the participants. Other examples of authentic interactivity on the Internet are online Games and communities like Face book or when a company invites the user to participate in the development of a new game or a service. All authentic interactivity is dependent of the users and demands staff resources to solve technical problems, communicate with users and meet other needs.

Barnens Polarbibliotek offers both types of interactivity since there are both games like memory and puzzles and the authentic interactivity. The latter is especially found in the material published on the site but even in the development of some special activities like the web book. The users' comments of the existing content and their ideas and suggestions about the site also have impact on the website.

New activities are usually tested in form of questionnaires on the site or by observation of a test group. Together with the feedback from users this have made a basis for making decisions about which activities should be further developed and which should be excluded.

Therefore Barnens Polarbibliotek today continuously increases its selection of activities based on the authentic interactivity: presently there are two different ways

of making web books, users can submit short stories, poems, book tips, ask questions for the librarians and make drawings. The result is usually published and becomes part of the content on the site. With participation also follows a possibility to join Boklotteriet, a lottery where the County Library of Norrbotten every month gives away ten traditional books mainly written by established authors from the region.

#### *The development of the web book ("Webb-bok")*

The web book is a good example of how the content is developed based on users' input.

In 2005, Barnens Polarbibliotek underwent a major change. One of which was the introduction of Regine Reporter. She represents a personalized voice on the site and is an alter ego for the editor. "Reporter" because one of the tasks for the editor in this new version of Barnens Polarbibliotek was to write articles about the region for the website.

The first one named Polarpolare (Polar Buddies) was on geography and then especially Norrbotten, our region. (Today this article is named I landskapet, In the Landscape.) One part of the article was named Grodan i skogen (The frog in the forest). The background story is that Regine Reporter is making a forest excursion, picking blueberries where she finds a small plastic frog. The presentation on the website of this part consists of a slideshow, or a "picture book" in a mixture of texts and photos. This little frog named Grodan became a friend of Regine Reporter and more slideshows where Grodan are the main character was made.

The editorial staff found this way of writing very joyful and wanted to offer the user a similar possibility. An activity called Sagor om grodan (Tales about the frog) was presented for the users. The user can choose between about 20 different photos out of which 5 or less are chooses. An accompanying story is the written and submitted. During the first six months of 2008, 76 stories in form of slideshows were submitted by the young users.

It was of course a success and a new way Barnens Polarbibliotek to stimulate writing among children. This also meant a lot of new work for the staff which made all the slideshows "by hand". This was mainly due to the range of texts. Since we wanted the authentic interactivity it was decided to develop this activity further.

The process to simplify the administration comprised new technical solutions, and the development started in October 2008 when Djursagor (Animal tales) were introduced. In Djursagor the user can choose between three sets of 20 photos. Each set has its own main character in the form of an animal. The user can choose up to five pictures and write maximum 240 signs for each picture.

The presentation was also renewed. It was influenced by traditional paper books. It has the form of a square,

it has covers, a title page where you also can read the authors name. Navigation in the presentation is done by manual browsing. The manuscript was still processed by the editor and the administration was made by hand.

This version of the web book also became popular. Between the October 15 and December 31, 2008 when the activity was new 56 tales were made. Between January 1 and February 12, 2009, a period of 1,5 months, 75 tales reached Barnens Polarbibliotek. During 2009 the editorial staff managed 357 Djursagor. That year totally 575 texts including short stories and poems were published.

This apparent interest naturally has affected the development of Barnens Polarbibliotek. We had to find a more effective form of editing Djursagor and develop other activities which could include both texts and pictures. Since the interaction and editing is necessary for maintaining the high level of feed back, the technical platform needed to be upgraded ones more. With what is usually called a Content Management System (CMS), where more editors can manage the interaction with the authors, edit the texts and also set up the web books, the activities on Barnens Polarbibliotek will be an offer for more children and material made by more users can be published.

The activity Djursagor was closed on June 30, 2010, and the developing process started. This time the editors also wanted to test an idea where the children illustrated their texts with drawings. This activity simply called "Webb-bok" (Web book) was tested during spring 2011 and the users also have had the possibility to answer a minor survey. Until the beginning of July 32 tales were made, out of which 22 have been published.

The new CMS which is planned to be running January 1, 2012 will make it possible to offer more activities including authentic interactivity to more users than today.

### Conclusions

Through the interactivity and experience of the editorial process, the users, children in the age span of about 6 to 14, have developed their knowledge of writing stories, making a book, using text and pictures, and naturally also using their language. The site is however not finished, and the potential of Internet and cooperation between Barnens Polarbibliotek and county libraries in Norrbotten has still not reached its limit.

Until today the site has achieved:

- Barnens Polarbibliotek is a place where both reading and writing are stimulated in another way than in school. Receiving feed back from the editors at Barnens Polarbibliotek is different than having an essay written in school corrected. The children also have to think differently of the receivers' perspective: here there are ordinary readers whereas in school the only receiver is often the teacher.

- The published stories are often from the northern region in Sweden which can be seen by the users' choice of both themes and wordings. There are for example several hunting stories which are quite rare in ordinary children's books.
- The users are confirmed as competent writers and meet artistic challenge in the interaction with the editorial staff.
- Reading is stimulated. The site is nearly totally silent and therefore users have to read most of both content and instructions.
- The books given to the winners in Boklotteriet are likely to be read. Often enough, book tips of these books are sent back to the site and in that way the County Library of Norrbotten also can open eyes for stories written by authors and stories from the region.

We have learned that:

- The authentic interactivity appeals to girls more than to boys. About 80 percent of the material is made by girls.
- Users are stimulated by artistic challenge like make drawings within a theme, choosing pictures within a limited amount, have to use a limited amount of words and so on. Less materials are achieved from activities where users write or make drawings freely.
- Making own drawings to the text is perceived as difficult but enjoyable.
- The main reason behind the positive results where many users obviously find the site both interesting and worth coming back to is the high level of authentic interactivity.

Regine Nordström, advisor and editor of Barnens Polarbibliotek  
County Library of Norrbotten.  
regine.nordstrom@nll.se

### Osipova, Margarita | University Library as Center of Information Support To High School

Friday 26.8.2011 11:50

The quality of education depends directly on the quality of information resources and available library services. Therefore, the University Library, as the major social institution, which organizes the holding and using information resources, is the integral part of informatization of the University. Its main objective is to create an information space in the education and research activities of the University by means of real time access to information resources.

The functioning of the scientific library in modern conditions should be directed on formation of an actual electronic content, equally with providing the information on traditional mediums. This activity is carried out by the University Library in following directions:

- acquisition of the library resources on nontraditional media;
- open access to the electronic full-text databases of the central world aggregators of resources;
- training the teaching staff, students and post-graduate students to operate the electronic full-text databases;
- development and updating of the university E-Library.

Cooperation of the University Library with the National Consortium of Electronic Information makes it possible to be in focus of the electronic scientific publications market.

Creation of E-Library at the University is intended completely for providing students with the scientific, educational and methodical literature. The content of the University E-Library is composed of:

- electronic analogues of University publications;
- collections of scientific conferences held at the University;
- electronic documents produced by the staff of the University;
- abstracts and dissertations defended at the University;
- methodological collections according to High School activity;
- electronic analogues of rare printing editions from the library collection.

Arkhangelsk Northern (Arctic) Federal University (NARFU) is founded in 2009. The Concept of Development of the Scientific Library is actively discussed now at NARFU. The project of a new building of the University Library is developed also.

The modern library of NARFU should promote to:

- create the information resources at a high intellectual level;
- improve of service quality on the basis of management system quality;
- increase of University competitiveness in the world market;
- attract of foreign users of information resources;
- expand a spectrum of additional (commercial) library services;
- create a recognizable image of the University Library by way of the development of a corporate style of products promotion and library services.

**Margarita Osipova**

Chief Librarian of the Library of Nordic literature

Northern (Arctic) Federal University

Inc@pomorsu.ru

**Panchenko, Olga** | *A book is forward movement, without doubt!*

*Wednesday 24.8. 2011 14:00*

The report devoted to the active communication and interaction of the Murmansk state regional scientific library with youth – the ‘Google-generation’ readers; to the new forms and experiences in attracting the youth library products and projects.

The Murmansk state regional scientific library has a powerful information potential which include large capacity of printed and electronic resources, remote data bases. Reference and information service of the library “Virtual bibliographer” carry out the user’s requests via network very promptly out of depending on their residence. Thanks to the collaboration with the large Russian and international information centers our users could get the necessary documents with the aid of the electronic document delivery service.

The librarians has take into account that the young users, which formed almost a half readers of our library, possessed absolutely another approach to get the information, because they surrounded by the technical latest from their childhood and cannot imagine themselves without network. What the library can suggest to this generation? With what and how can librarians hold such readers’ attention? What forms of interaction could be the most effective? With the purpose to find out the necessity of electronic services among the young people the Murmansk regional scientific library carry out an investigation in cooperation with the students of the sociology department from the Murmansk State Institute of Humanities. Some of results and conclusions of this investigation are given in the report.

In the Russian libraries much attention is given to the individual and ...work with the readers, to the interaction with the purpose to promote books, reading, library services. For this goal in the library was founded in the 2003 the Regional Centre of reading, named “The Open Book”. The main group was the young people, the main idea was to attract the young readers by forces of the readers themselves. In the report interpret the most significant projects, initiated by the Regional Centre of reading, given the examples of the innovation library advertising products, which intended for the young audience.

**Olga Panchenko**, Head of Marketing & Advertising Department  
Murmansk State Regional Universal Scientific Library

**Parikka, Susanna** | *Challenging interaction on many levels – case Lapland University Consortium Library*

*Wednesday 24.8. 2011 13:50*

Lapland University Consortium Library is a new organisation with its’ official birthday on 1.1.2010.

It is a common library for LUC.

The three institutions of higher education in Lapland: University of Lapland, Rovaniemi University of Applied Sciences and Kemi-Tornio University of Applied Sciences formed The Lapland University Consortium (LUC).

LUC is a unique form of strategic alliance in Finland, as it comprises a union between a university and two universities of applied sciences. Through this co-operation, these higher education institutions are able to offer enhanced quality in expertise and future prospects to benefit students, personnel, and the surrounding society.

LUC Library was formed with a mutual agreement and it has a mutual rule. LUC Library consists of five library units which again consist of ten libraries in three towns. It is governed by a board with members from all three universities. LUC Library has a library director and a management group. LUC is a strategic alliance, not a united organisation and that's why the staff belongs to three different organisations. The customers vary from students on all educational levels, teachers and researchers to tourists and companies. LUC Library serves the Lapland area. It's also a part of the international scientific community and the global library network.

Communication and interaction in that kind of organization is a great and interesting challenge.

Communicative and active with customers in focus – that's the goal for LUC Library.

**Susanna Parikka, Library Director**

Lapland University Consortium Library. University

Susanna.Parikka@ulapland.fi

### **Raja-Hanhela, Toni** | From Paper to Bytes: E-books in academic libraries

*Thursday 25.8.2011 10:00*

Digital resources are getting more common in academic libraries. This also affects in the relationship between library and patrons. In this paper I'll discuss the various points of views the digital resources might have to libraries. Electronic books and journal give libraries an opportunity to expand their collections more than it would be possible by traditional means. But is electronic resources only on loan or can libraries claim to own them as books on paper? In future students may be loaning books directly to their e-readers. What future holds for libraries in this scenario – will we all be acquisition experts and metadata consultants?

At the moment printed resources form the majority of libraries collection. But more and more resources are available only in digital format. For publishers digital publishing creates new ways to offer resources to libraries. Several publishers are already offering countless

number of journals and books in digital format. But for libraries that already battle with limited resourcing the cost of digital resources this can also be problematic. Digital resources require libraries offer to patrons single point of discovery for all resources from anywhere to anytime. Academic libraries need to reassess their roles to offer services in innovative ways.

**Toni Raja-Hanhela, Information Specialist**

Lapland University Consortium Library. University

toni.raja-hanhela@ulapland.fi

### **Seppänen, Tuija** | Youth library work – Library life in action!

*Thursday 25.8.2011 10:50*

Finnish Library Association set up a workgroup for researching and developing national youth library work and for strengthening cooperation between actors. Its first task was to gather information from Finnish libraries: Which are the biggest challenges and tasks in youth library work? How do we reach young clients?

Young people as library clients are entitled to be considered as an important group: Teenage must be seen per se as an important phase of human life, not a mere compulsory step between childhood and adulthood.

Materials, services and premises for youth must be chosen and displayed with consideration and expertise. The heterogenic voices of youth subcultures must be listened and their wishes acknowledged. The staff should possess sufficient knowledge, willingness and sensitivity responding to the changing media world the youth live and breathe in. The youth should be involved in developing library collections, events and activities.

For the young library is not primarily the place for loaning or even information seeking, but sooner a common physical or virtual space for spending time, meeting friends and interacting. The library institution should emphasize its role as a modern segment of society also in the everyday life of youth.

The work group is actively seeking relevant partners also outside the library field, both nationally and internationally in order to broaden the library employees' understanding about variable youth cultures and media.

In my paper I will discuss the challenges of youth library work and present some good practices of value.

**Tuija Seppänen, Library Director**

Ranua Municipal Library

Member of Youth Library Workgroup, Finnish Library Association

Visiting teacher of Library work for Children and Young People,

Oulu University

Media Instructor

## **Tikkanen, Leena Marja** | Cross-border cooperation between Oulu, Kajaani, Kondopoga and Novgorod libraries

*Wednesday 24.8. 2011 15:10*

Cooperation between Finnish and Karelian libraries has been made in various forms for many years. The Cultural Forum was held in Kajaani in 2006. After that Finnish delegations have visited Veliky Novgorod and Kondopoga (Kontupohja) and librarians from Novgorod and Kondopoga have visited libraries in Finland. The seminar: "Library services for Children and Youth in Russia and Finland" was arranged in Oulu in 2009.

The aim of cooperation is cultural exchange, professional knowledge acquisition and sharing of best practices. Have we achieved our goal? What shall we do in the future?

**Leena Marja Tikkanen, Librarian**

**Kajaani Public Library – Kainuu Regional Library**

**leenamarja.tikkanen@kajaani.fi**

## **Tuomi, Pirjo** | Librarianship emerges in the library

*Friday 26.8.2011 10:00*

The purpose of library studies is to create the basis for expertise. This, however, emerges as real professional skills at work when so called "silent skills" or "tacit knowledge" (Polanyi) are also linked in. By practical training, participation or by living the reality the student learns par excellence, that which can be called librarianship and professional know-how.

During recent years the universities of applied science have increasingly agreed that there must be more co-operation between study and working life. Three years ago in our school we began a project aiming to increase the number of working life-based study modules in our new curricula.

Previously libraries have been concretely present in student's lives during their training period. Most students also produce their theses for libraries and the curriculum includes a course titled Developing Library -Project. These are often the only contact students have had with the reality of library work. Under the new curriculum a student can, for example, choose from different working life -based projects and get real skill-developing duties and exercises from the libraries as part of their personal curriculum. As a degree programme we also hope to develop so called 'partnership contracts' with libraries.

The working life-based studying presumes active input also from the libraries. This means that in the future

libraries are not a part of education simply by passively recruiting graduate students or offering training places, but by actively being part of the development of library education. The experiences and "silent skills" developed from working life can also be carried on into the classrooms – co-operation doesn't always need to be within the walls of the library.

**Pirjo Tuomi, Senior Lecturer**

**Oulu University of Applied Sciences, Degree Programme in Library and Information Services**

**pirjo.tuomi@oamk.fi**

## **Vetoshkina, Natalya** | Culturemap a new electronic resource of the at Barents Region

*Thursday 25.8.2011 11:30*

In October 2009 during the work the X-th Russian-Finnish Cultural Forum, which took place in the Komi Republic, in the Komi National Library there was organised the international seminar "New Information Technologies in Finland and New Methods of Disseminating Information".

The information specialist of the Arctic Centre of Lapland University Mikko Hyutyuniemi delivered the lecture on the Barents portal activities. In his opinion the Komi Republic was presented on the Barents portal very poorly, especially the culture of Komi people. For getting and disseminating information close cooperation of all the cultural institutions of Euro-Arctic Region is needed. The result of conversation with the Library's administration was a project on creating the Internet resource "Cultural Map of the Komi Republic".

The project offers a virtual tour of sights of the Republic cities and villages with the purpose to attract people's attention to the cultural traditions of the Komi Republic. The Komi National Library got financial help for this project's realization from the Society named after Matthias Castrén (Finland).

The aim of the project: to create the resource "Cultural Map of the Komi Republic" on the portal of the Komi National Library. It will be in Russian, Komi and English languages.

Information collected in one place as well as active links to other Web sites will provide quick and easy access to necessary information about the sights of the Republic, cultural events in the regions, important personalities and other information.

**Natalya Vetoshkina, Head of Electronic Services Department  
National Library of Komi Republic**