

Digital dissemination skills in Public libraries

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Associate professor: Bo Skøtt



Agenda

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3. Digital humanities in libraries
4. Closing remarks
5. Literature

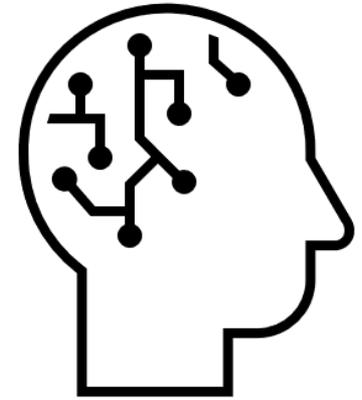


1. Presentation

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2. Digital Denmark

Overall, digitization is going well in Denmark. We hold Europe's digital yellow jersey. The business community is at the forefront of their general use of digital solutions, but this year we must share first place with the Finnish companies (Fact sheet, 2019)



State of the arts

Danish companies use digital technologies to a great extent (websites, social media, etc.)

- Danish legislation is broadly ready for digitization.
- Denmark has a well-developed mobile and broadband infrastructure (in comparison to other European countries)
- The public sector is among the most digital

Danes have relatively good, basic digital skills:

- are confident in the digital transition (e-commerce)
- uses online banking
- makes use of digital, public services

Short-comings:

- Danish companies lack IT specialists
- More Danes have no or low digital competencies (in comparison to Northern Europe) (Fact sheet, 2019)



A coherent digital library service

The Digital Public Library

Mission: to be a permanent inspiration to the citizens' lives and provide them the means for lifelong learning and education.

Vision: to support the citizens' desire for immersion, knowledge, and participation.

Values: professionalism, ambitious, democratic, progressive, national and international outlook as well as effectivity (The digital public library, 2022).

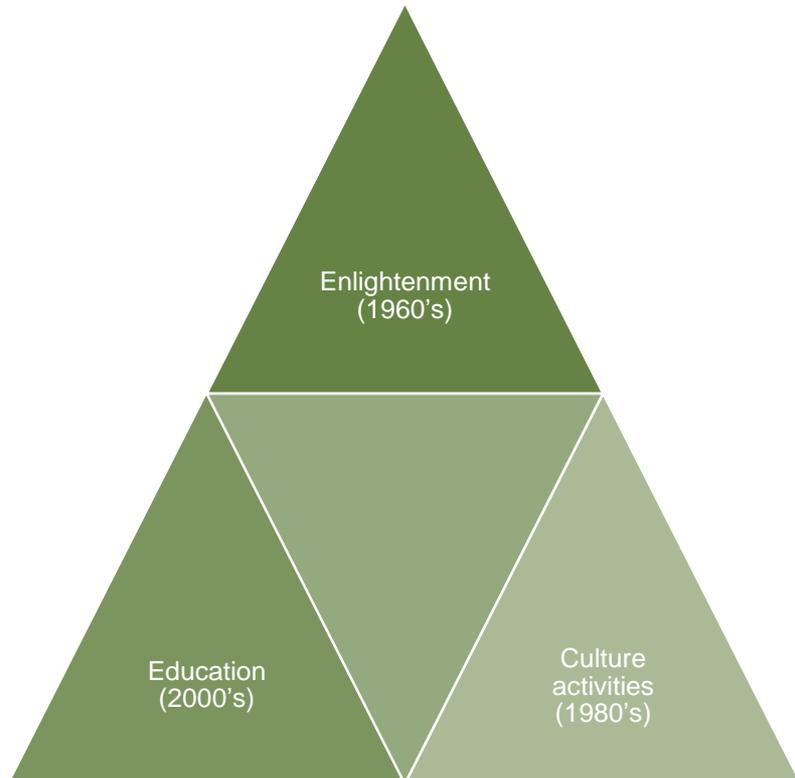


Public library services

Enlightenment includes news and information dissemination (support citizens' participation in political processes)

Education refers to knowledge dissemination (support citizens' reflective self-education/lifelong learning)

Cultural activities include cultural events (involvement, socialisation, co-creation)



3. Digital humanities in libraries

Digital humanities: A field of research denoting the use of digital methods within traditional humanities disciplines, as well as the study of digital media types using traditional humanities methods (Zhang, Liu, and Mathews, 2015, pp. 371-373)



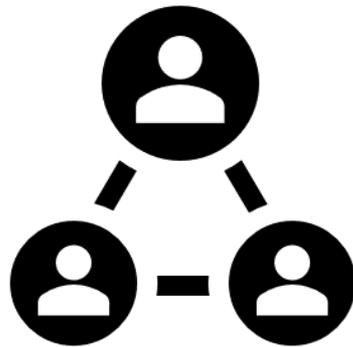
Digital humanity skills in libraries

Research skills	Dissemination skills
<ol style="list-style-type: none">1. Curators2. Messenger or liaisons3. Innovators4. Hybrid scholars5. Consultants	<ol style="list-style-type: none">1. Content provider or creators2. Educators or instructors3. Mediators or interpreters4. Hosts5. Advocates



1. Content provider or creator

Public libraries traditionally secure access to and disseminate data, information, knowledge, culture, etc.



We increasingly need librarians who can:

- Balance the changed relations between librarians and citizens
- Produce content (pod casts, YouTube movies, instructions, services, etc.)

None (or very few) library staff members can produce digital content

Economy has become an (prominent) issue



2. Educator or instructor

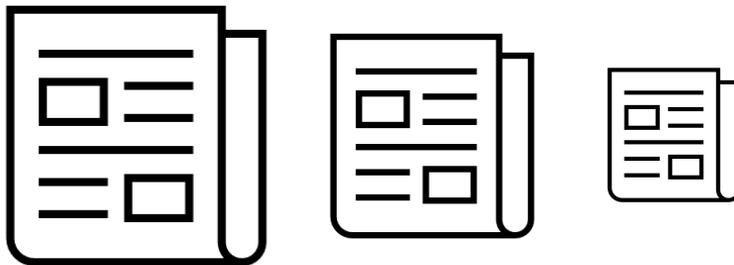
Public libraries traditionally provide supplementary teaching

- Information retrieval, search strategies, databases, etc.
- Source criticism and evaluation

We increasingly need librarians who can:

- Conduct teaching
- Produce courses (pedagogy)
- Information and communication technology (ICT)

Many patrons are not self-reliant regarding digital technologies



3. Mediator or interpreter

Public libraries regard knowledge and culture dissemination as joint-venture-projects.

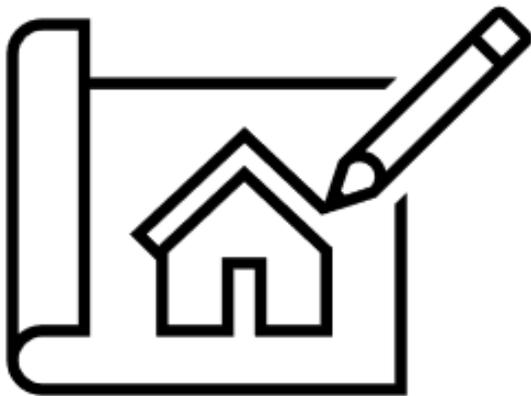


We increasingly need librarians who can:

- Manage projects (plan, raise funds)
- Work practical with recurring collaborators
- Network in regard to future partnerships

4. Host

Public libraries ensures adequate *frameworks* for activities i.e. as meeting place (Audunson, 2005) or as areas for citizens' co-creative activities

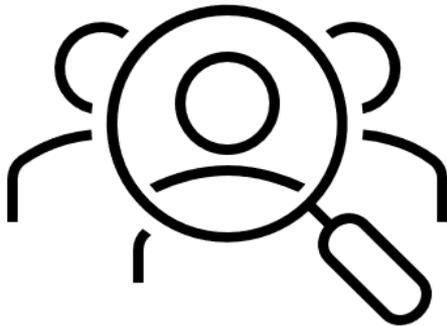


We increasingly need librarians who can create:

- A welcoming social environment (floorwalking, small-talk, and friendly attitude)
- A welcoming physical environment (promoting learning and engagement)
- A welcoming digital environment (design skills)

5. Advocate

Several public libraries have established independent communication departments (strategies, handbooks, design templates, etc.)



We increasingly need librarians who can:

- Disseminate digitally (inform, educate, and culture)
- Market activities aim creating increased use and/or visitors (Documentation)

Not all public library's employees clearly distinguish between dissemination and marketing.

4. Closing remarks (1/2)

Digitisation still causes difficulties.

- Library service are not assessed only on quality, comprehensiveness, and topicality...
- Digitisation entails library services are also assessed on frequency of use, ease of use, seamlessness according to price, etc.
- A need for documentation and visualisation.



Closing remarks (2/2)

Content provider or creator skills	<ul style="list-style-type: none">• Produce digital content (economy)• Knowledge of hardware and software
Educator or instructor skills	<ul style="list-style-type: none">• Teaching and pedagogical skills• Produce and plan courses
Mediator or interpreter skills	<ul style="list-style-type: none">• Manage projects• Cooperate and network
Host skills	<ul style="list-style-type: none">• Friendly and forthcoming attitude• Design skills (digital and interior)
Advocate skills	<ul style="list-style-type: none">• Disseminate digitally and market activities... and the ability to distinguish!



Thank you for your attention



5. Literature

Audunson, R. (2005), "The public library as a meeting-place in a multicultural and digital context: The necessity of low-intensive meeting-places", *Journal of Documentation*, Vol. 61 No. 3, pp. 429-441. <https://doi.org/10.1108/00220410510598562>

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Skøtt, B. (2021), "Digital dissemination skills in public libraries", *Digital Library Perspectives*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/DLP-03-2021-0018>

Zhang, Y, Liu, S. & Mathews, E. (2015) "Convergence of digital humanities and digital libraries", *Library Management*, Vol. 36 No. 4/5, pp. 362-377. DOI 10.1108/LM-09-2014-0116





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