Hello from Studio City, CA!

I have been advancing through the program rather slowly, taking one or two classes at a time, because of a full-time job. This is my ninth semester in the program and I have really enjoyed the slow pace.

I work at University of Southern California, at USC Shoah Foundation - The Institute for Visual History and Education (https://sfi.usc.edu). The Shoah Foundation was founded by Steven Spielberg in 1994. I have worked there as assistant production coordinator, cataloger and indexer of Visual History Archive, coordinator of international programs, and currently—international digital education associate (IDEA, for short). I co-manage design and delivery of online multimedia educational content produced by the Institute and its partners.

The information technologies I work with on a regular basis are WordPress, Drupal, and custom-coded online learning platforms, or rather learning content management systems (LCMS).


After learning about the ILS basics in section 10, I am looking forward to gaining knowledge about e-books, use of social networks in ILS, and the future of information management—linked data.

My undergraduate and first graduate majors were in linguistics/Classics; I also have a Master’s in public administration from California State University, Northridge.


Hi Brittany,

I am so with you on the Mac. I've tried to get to like it so many times, but alas - PC seems to be so much more user-friendly!

Classics was my first major, too! It was fun learning about the ancient cultures.

Good to see so many fellow 241-10 classmates in the 241-11 section!

Hi Anne,

I am, too, familiar with the File Maker program. It used to be our main record
keeping system during the [collection](https://sfi.usc.edu/about) development phase, in the USC Shoah Foundation Visual History Archive, in the late 1990s-early 2000s. We were then recording video interviews with the Holocaust survivors and witnesses in over 30 countries, and ran several databases in FileMaker Pro, to keep track of the interview data, interviewee data, the interviewer and videographer data, etc.

CollectionSpace (C-Space) sounds fascinating. I am interested in all sorts of open-source programs, so I'll definitely check it out!

Brittany: Check out the official [FileMaker](http://www.filemaker.com/) website too, for more info. The info on the FileMaker Pro version is available [here](http://www.filemaker.com/products/filemaker-pro/).

Nice to meet you!

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from **Introductions**  
Oct 1, 2015 10:11am

Thank you, Dr. Dickey! It's nice to be back and reconnect with all of the people from the previous section!

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from **Introductions**  
Oct 2, 2015 10:20pm

Absolutely! :-)

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from **Introductions**  
Oct 2, 2015 10:36pm

Hi Lisa,

Nice to meet you! Great to have a fellow neighbor in the class! Thank you for the offer to host us in your school! We also have an online learning platform for K-12 educators, called [iWitness](http://iwitness.usc.edu/SFI/). It has plethora of resources for educators. Those featured on the home page are available in open access. The educators who wish to register, and become registered users, get to use the activity library, view tutorials and recordings of past webinars, and invite their students to develop their own video projects (it has a built-in video editor). We recently simplified the registration to a one-page form, to make it more user-friendly. Check it out! You can also read about the latest developments and upcoming webinars in the [News](http://iwitness.usc.edu/SFI/News/#sthash.iYhKDiF7.dpbo) section.
The submissions for this assignment are posts in the assignment's discussion. Below are the discussion posts for Inna Gogina, or you can view the full discussion.

from Discovery layers (9/29-10/5) Oct 4, 2015 5:40pm

Locate a library OPAC (Online Public Access Catalog), preferably one that is less familiar to you, that is using one of the Discovery Layer products discussed in the course readings, or from the lists available on [http://librarytechnology.org](http://librarytechnology.org); academic library sites are liable to be better choices, due to the increased complexity of their collections. Please provide a URL for your colleagues in the discussion.

Perform some simple test searches for materials (some people like to test new systems with single terms such as “dog” or “water” or “Mozart” etc.). In your initial post, offer some critical thoughts on the breadth of resources you could discover, what kinds of formats and types of information, and how easy or hard it was to gain access to the resources in question.

In this post, I will discuss the VuFind discovery layer used in the Digital Public Library of America ([http://dp.la/](http://dp.la)) (DPLA). Launched in 2013, DPLA is a result of a national effort of participating cultural institutions ([http://dp.la/partners](http://dp.la/partners))—Smithsonian Institution, Internet Archive, National Archives and Records Administration, and many more—to provide public access to America’s cultural heritage. “The Digital Public Library of America brings together the riches of America’s libraries, archives, and museums, and makes them freely available to the world,” the DPLA site ([http://dp.la/info/](http://dp.la/info/)) states. The main goal of the DPLA is three-fold:

- A portal that delivers resources to users wherever they may be in America
- A platform that enables new and transformative uses of digitized cultural heritage
- An advocate for a strong public option in the twenty-first century.

The DPLA portal currently provides access to 11,339,564 items from the partnering libraries, archives, and museums’ digital collections, via the VuFind ([http://vufind-org.github.io/vufind/](http://vufind-org.github.io/vufind/)) open-source discovery layer. “VuFind is a flexible discovery interface for exploration and presentation of DPLA content. Powered by the popular Apache Solr software, VuFind combines a reliable and highly configurable search engine with an easy-to-customize presentation layer, a metadata-agnostic design, and a growing pool of import tools capable of handling records from a wide range of sources,” DPLA ([http://dp.la/info/entries/vufind-discovery-layer/](http://dp.la/info/entries/vufind-discovery-layer/)) maintains. Other institutions currently using the VuFind discovery layer include Yale Digital Commons, the HathiTrust Catalog, and the national libraries of Australia—among others.

DPLA is a new initiative and therefore, the discovery layer functionality it uses is different from traditional library OPACs. It is “an all-digital library that aggregates metadata — or information describing an item — and thumbnails for millions of photographs, manuscripts, books, sounds, moving images, and more from libraries, archives, and museums around the United States,” according to the site’s FAQ section ([http://dp.la/info/help/faq/](http://dp.la/info/help/faq/)). Thus, the main discovery layer’s goal is to provide better discovery and delivery across
many institutional collections, rather than from a single institutional repository. The VuFind’s ability to mix-and-match results from various providers (local index, Summon, WorldCat, etc.) in a single interface, as discussed by Breeding (2014, p. 50), is critical in DPLA’s search functionality, due to multi-institutional nature of resources accessed via the DPLA portal.

Tailored to serve the needs of the general public, rather than narrower groups of scholars, professional researchers, or students, the DPLA portal provides a single search mode: quick free-text search, similar to Google. As additional search functionality, a subject-based search is available at [http://dp.la/subjects](http://dp.la/subjects). The simple search test results revealed several strong points in the VuFind discovery layer functionality, as well as several challenges. A single search term was used during testing—"Ukraine."

**The breadth of resources.** The search for “Ukraine” returned [13,839 results](http://dp.la/search?q=ukraine&utf8=%E2%9C%93). The breadth of resources aggregated in the search query was represented by items from approximately 120 contributing institutions brought about by 22 DPLA partners. The items ranged from late 16th century through 2015. The multilingualism of the collection was represented by items in the languages other than English, including Russian, Ukrainian, Polish, German, and others. The geography of the items, according to the Location filter, included items from Ukraine, UK, Russia, and other countries. The search results subjects varied from “Animals” to “Clothing & dress,” to “Nationalism—Ukraine,” and more.

**Formats and types of information.** Within a single search across multiple institutional collections, the VuFind discovery layer retrieved various formats of resources related to “Ukraine.” The formats included Text, Image, Moving Image, and Sound.

**How easy or hard it was to gain access to the resources**

**Advantages**

- The search feature is prominently located on the DPLA home page, and it includes the “Search the Library” prompt
- Multiple search results display modes: List, Map, Timeline, and Bookshelf
- Faceted navigation: Additional filters are provided to narrow down search results by Format, Contributing Institution, Partner, Date, Language, Location, and Subject
- Search results can be sorted by Relevance, alphabetically, and date
- The item-level metadata are clearly defined: Creator, Created Date, Partner, Contributing Institution, Publisher, Location, Format, Type, Subject, Rights, and URL. The item-level display also features a thumbnail of the item, linked to the Partner catalog’s item-level page via the View Object link
- The Partner’s catalog’s item-level page provides a Full view Viewability option where the original item can be accessed
- Many Partner’s catalogs include next-gen features such as ability to share the item in the social media, embed the item, download the item, etc.

**Challenges**
• No advanced search. Scholars and people with complex search needs will be disadvantaged
• No spell check: search for “ukriane” returned no results Lack of “Did you mean?” functionality is a drawback, especially considering the next-gen functions
• The search is missing main filter counters. For example, whereas users can see how many items are available under each subject, the total number of subjects represented in the query is not displayed
• Relevance level of results the test query was not immediately apparent. For example, I couldn’t think of how A map of Siberia (Tartaria) by Sanson, 1654 was relevant to Ukraine, until I saw that it was published in Kiev (capital of Ukraine), in the item-level metadata.

References


Hi Jeremy,

My workplace library also uses Summon: check out the USC Libraries Serials Solutions Summon™ unified discovery interface ! Summon rates quite high in the overall satisfaction with discovery product, according to Breeding (2014, p. 6), in the effectiveness of the interface (ibid., p. 11), comprehensiveness of discovery (ibid., p. 16), and effectiveness of relevancy rankings (ibid., p. 20). Based on Breeding’s report, 704 libraries had implemented Summon worldwide last year (ibid., p. 41).

I was intrigued to compare the look and functionality of both interfaces using Summon. Even though the main search page looks completely different, I found the search functionality very comparable, both at the University of British Columbia Library and the USC Libraries. Interestingly, the top two results are different—most likely because the total number of items retrieved at UBC, 1,498,538, is different from the total number of search results at USC, 5,562,595.

Also worth noting, both libraries use the RSS feed on the search results page, allowing users to subscribe to a feed for their current search:
The RSS feed seems to have grown to be a popular feature in the next-gen catalogs, especially in academic libraries. “Offering search results as an RSS feed provides the ability to list relevant items within other portal environments, such as in a class page within the university’s courseware application,” Breeding points out (2007, p. 14). Once new resources relevant to the current search become available in the library, users get notified via RSS of the new addition to their search results feed.

References


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**from Discovery layers (9/29-10/5) Oct 5, 2015 9:25am**

Thank you, Dr. Dickey! Based on the URL generated by Summon, 
"http://usc.summon.serialssolutions.com/search?q=wonderful+life! /search?ho=t&l=en&q=wonderful%20life." specifically the "search?q=wonderful+life" part of the URL, one can assume that the discovery layer is treating the search phrase as a Boolean AND.

P.S.: the search phrase "wonderful life" was entered in the search box without the quotation marks.

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**from Discovery layers (9/29-10/5) Oct 5, 2015 10:51pm**

Thank you, Dr. Dickey!

It looks like the operation and results of open source discovery layer products, as compared to proprietary, are different in several points, including reduced cost, high customization level, modularity, and internationalization—to name a few.

**Reduced cost.** VuFind is offered for free through the GPL open source license. Unlike the proprietary products, which can be quite costly, the VuFind software, being open-source, can be used for free. It is not totally free, however, as additional installation and maintenance/support costs may be involved. “But it is free to use, free to modify, and free to share,” as Breeding points out (2008).

**Customization.** “The label open source refers to a key principle—that the source code for the software must be made available to its users,” Breeding further explains (ibid.). VuFind, therefore, unlike proprietary vendors, offers high customization level. “A wide range of configurable options allow extensive customization without changing any code,” the vendor’s site explains (VuFind, *About VuFind*). “VuFind is distinguished by the ease of adaptation to local needs which separates free software from proprietary software. The primary aspect of this is the ability to control what is indexed and how,” Seaman, Library Systems Officer at Royal Holloway Library, explains (2012).

VuFind is so easy to customize, that it can be even used in conjunction with proprietary discovery layers. Seaman describes how the Library integrated VuFind with Summon: “it [VuFind] also includes the ability to act as front end for a range of services and so provide a single interface for users which is otherwise only possible if all software is purchased from a single supplier. These services may even include the new proprietary discovery systems : VuFind has provided a Summon interface from the start. As time has gone by the typical contributions to VuFind from developers in other libraries - later to include Royal Holloway, University of London - have been interfaces to new services. It was this secondary aspect of VuFind that drove the interest of Royal Holloway Library in its
potential use" (ibid.).

**Modularity.** VuFind, in particular, has an added benefit of modularity, unlike the proprietary products. “VuFind is completely modular, so you can implement just the basic system or all of the components. Since it’s open source, you can modify or add modules to best fit your needs,” the vendor’s site maintains (VuFind, *About VuFind*).

**Internationalization.** The interface has translations available in Brazilian Portuguese, Chinese, Dutch, English, French, German, Japanese, Spanish and more. And if you want to create your own translation – VuFind makes it easy. You can even create a new English translation if you want to change some of the wording used in the interface - it makes the UI that much easier to customize (VuFind, *Features*).

Because of the added benefits of discovery customization, I might assume that the relevancy and precision levels of the search results would be better, if an open-source discovery layer is optimized based on the local library collections and user needs. Yang and Wagner, for example, distinguished VuFind when evaluating discovery layer vendors against a check-list of 12 next-gen catalog features: "The authors were particularly impressed with LibraryFind and VuFind, which they consider superior in many ways. Vendors of proprietary discovery tools are, naturally, more conservative in what they offer under their corporate flag" (2010, p. 707).

**References**


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Thanks, Chris! DPLA’s site is one of my favorites, too!

Totally agree - some additional tweaking, like enhancing the enriched content, including images, as well as adding the “Did you mean...?” feature, auto-completion/stemming (a computational algorithm from Google), and better social
network integration (at the moment the Share function on the search results page works only for Twitter) - would make the DPLA truly shine!

from Discovery layers (9/29-10/5) Oct 5, 2015 11:15pm

Thank you, Lillie, for sharing the DPLA strategic plan link!

In addition to improving the existing services, according to this document, DPLA also plans to pursue the next-gen features that do not currently fit into the existing framework, such as ebooks and audiovisual resources, as well as "enhance metadata through an improved metadata schema, linked data, and better, more streamlined rights statements" (DPLA Strategic Plan, p. 5).

A very helpful document, indeed, especially for a digital library undertaking of such magnitude as the DPLA!
The submissions for this assignment are posts in the assignment's discussion. Below are the discussion posts for Inna Gogina, or you can view the full discussion.

from Virtual Reference Services (10/6-10/12) Oct 9, 2015 9:57pm

Please discuss an experience you have had with virtual reference services; if you have not used virtual reference in the past, try one of the services and discuss. Please give the name of the service, the question you posed, any self-identification with user group(s), types of information need or education level, and especially your evaluation of the service – convenience, professional service, personal connection, quality of information results, etc.

"Convenience is the hook. When we asked users why they appreciated VR, the most frequent answer was simple: convenience,' Connaway and Radford maintain. "It may sound overly simplistic, but it's one of the important reasons we all began to offer these services in the first place. The trick, then, is to make sure that users have every chance to find and use your VR service (VRS)" (2011, p. 3).

Well, as it turns out, neither of my go-to libraries, Los Angeles Public Library and USC Libraries, provide the convenience of the synchronous, chat-based virtual reference services to their users. The LAPL's Ask A Librarian (http://www.lapl.org/ask-a-librarian) service is available only via phone, email, text, and IM. The library also offers a Book a Librarian (http://www.lapl.org/branches/central-library/book-librarian-appointment-request-form) option at Central Branch, for half an hour, with a request placed two business days in advance. The USC Libraries' Ask A Librarian (https://libraries.usc.edu/ask-a-librarian) simply says: “Sorry, chat is currently offline.”

Today, I used the chat VRS at the California State University Northridge Oviatt Library. It provides the 24/7 Live Chat (http://library.csun.edu/ResearchAssistance/AskUs) via QuestionPoint—a subscription-based collaborative reference service developed by the Library of Congress and OCLC. My question was concerned with the resources available to users who want to learn Spanish language on their own: "I would like to learn Spanish on my own and am looking for self-study resources. What tools to self-study Spanish would you recommend?"

Below is the transcript of my today’s QuestionPoint chat at Oviatt:

Chat Transcript: Hello! I am a CSUN alumna. I would like to learn Spanish on my own and am looking for self-study resources. What tools to self-study Spanish would you recommend?

[Librarian 11:22:18]: Librarian 'Teresa at CSULA' has joined the session.

[Inna 11:22:42]: Hi Teresa!

[Librarian 11:22:45]: Hi Inna -- Are you looking for things that are freely available at a public library or on the Internet?

[Inna 11:23:42]: I would like to check out what's available at my local public library first, Los Angeles Public Library.
“The patron should not wait any longer than one minute before the chat provider accepts the question,” Schwartz and Trott point out (2014, p. 10). It took only about a minute for Teresa to establish the initial connection with the user.

Teresa demonstrated good listening skills by clarifying my question:

[Librarian 11:22:45]: Hi Inna -- Are you looking for things that are freely available at a public library or on the Internet?

She provided assurance that the query was still viable and a response was forthcoming:

[Librarian 11:24:19]: hang on while I check, ok?

Overall, I found Teresa’s reference service somewhat helpful, given that she did demonstrate a few shortcomings. First, she did not ask whether I have already tried searching on my own, in order to encourage me to contribute my own ideas (Reference and User Services Association, 2013, 4.1.1). According to Shachaf and Horowitz, this is a common type of mistake: in the study of the extent of adherence to RUSA guidelines only 0.6% of respondents reported that they asked what the user already tried, in a sample of 324 reference transactions from 54 libraries (2008, p. 132).

Most importantly, Teresa did not recommend any particular resource for self-study of Spanish. I felt, in the search part of the reference interview, that the service was somewhat rushed. Rather than providing titles of resources, Teresa pointed me in the direction where I can continue searching on my own, sending a page from LAPL called Online Learning (http://www.lapl.org/collections-resource%20s/online-learning) and suggesting I took a look at both the Digital Public Library and the Learning Express Library sections, on that page. If I were pressed for time, however, I would have liked to receive from a librarian a title of a textbook, video tutorial, or an online course that I could use right away, without the necessity to continue searching for resources on my own.

The most interesting observation I have made in this exercise is that just two sections down from the Learning Express Library that Teresa had recommended on the LAPL Online Learning page, there is a section called “Mango Languages”—free, online language-learning course in languages that include Spanish. The difference a little extra effort makes... —priceless.

**Mango Languages**

Free, online language-learning in languages that include Spanish, French, Italian, Chinese (Mandarin and Cantonese), Arabic, Korean, Russian, Tagalog, Greek, Latin and more. Mango has English language courses for speakers of 6 different languages, including Spanish, Chinese, Japanese, Korean, Arabic, and Russian. Learn on the go with the Mango Mobile app for iPhone and Android. (http://www.lapl.org/collections-resources/articles-and-information/mango-languages)

References

Hi Brittany!

I so appreciate your heads up about the LAPL "virtual" reference service! 50 hours is a little bit much, indeed. I, too, was contemplating to explore the range of reference services (http://www.lapl.org/ask-a-librarian) the LAPL, my local public library, has to offer, but decided to opt for the academic library VRS instead, after I read your post.

As a Classicist, I was curious to check out the source on the Greco-Roman mythology authors your reference librarian recommended. Providing a website listing Greek authors, whereas you specifically were looking for the Greco-Roman authors using mythology in their works, seems a bit off, as far as the quality of information sources is concerned.

If I were a reference librarian asked the same question, and if I really didn't know where to start my search, I would have rather recommended https://en.wikipedia.org/wiki/Greek_mythology#Literary_sources, as well as some Secondary Sources listed there, e.g.: Hard, Robin (2003). "Sources of Greek Myth". The Routledge Handbook of Greek Mythology: based on H. J. Rose's "A Handbook of Greek mythology". Routledge (UK).

Hi Ashley,

I fully agree with you on the reference service inadequacy you have experienced at the San Diego Public Library. Suggesting that you perform the advanced search on your own, without even attempting to help, goes against the RUSA Guidelines (http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral):

4.1.3. [A reference librarian] Explains the search strategy to the patron.
4.1.6   Attempts to conduct the search within the patron's allotted time frame.
4.1.7   Explains how to use sources when appropriate.
4.1.8   Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own.
Great observation, Lisa! The [RUSA Guidelines](http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral)—5.1.7  [Reference librarian] Takes care not to end the reference interview prematurely—speak directly to your point.

Furthermore, according to [RUSA Guidelines](http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral), Teresa not only should have asked if I had any additional questions (5.1.1  Asks the patron if his/her questions have been completely answered), she should have also encouraged me to come back if I had any questions in the future (5.1.2  Encourages the patron to return if he/she has further questions by making a statement such as “If you don’t find what you are looking for, please come back and we’ll try something else.”).

I can't help but notice here a direct correlation of my own VRS experience with the study results reported by Shachaf and Horowitz: “Lower levels of adherence to RUSA guidelines are observed in […] making follow-up remarks (28%)” (2008, p. 131).

References

Whether you are an e-book aficionado or a complete Luddite, for this week please download and peruse or start reading an e-book – preferably from a provider who is new to you so that you can speak to a fresh experience. Sample the technologies available from your local public library, or a new way to access content on your mobile device, or try a new format (streaming audio book, Zinio magazine download, or see the different formats available through Project Gutenberg. Give some details in your post about the overall experience, including technical questions, special features, unexpected advantages or disadvantages.

What can be better than packing smart and traveling light? My most recent e-book experience is related to my recent trip to Hungary, which coincided with the beginning of section 10 of this class. I love Rick Steves’ Europe and right before the trip, had purchased the Budapest episode from Amazon, to use on my iPad mini’s Kindle. With the e-book in my small tourist bag, I could walk anywhere I wanted in Budapest and, using the search inside the book function, found information about anything I needed, be it food, metro, museums, and more.

Amazon also has a section called Free Popular Classics: Kindle Store. There, Kindle offers free and low-priced out-of-copyright classics of various genre, romance, adventure, finance—in the e-book format, as well as the free Kindle reading app. Currently 8,496 free Kindle e-books are available.

I first used Project Gutenberg in my LIBR 210 Reference class last spring. In the practice questions assignment, there was a reference question dealing with the proper manner of eating French fries. Project Gutenberg’s free Kindle edition of Emily Post’s Etiquette came handy in my quest for an answer. The ability to search the HTML version of the entire book using the Ctrl+F command was very convenient in retrieving the answer in a matter of seconds. In addition to the HTML, Project Gutenberg provides the EPUB, Kindle, and plain text versions of the book.

In addition to Project Gutenberg, I also like using the e-book project called Open Library. Open Library is maintained by the non-profit Internet Archive, and has been funded in part by a grant from the California State Library and the Kahle/Austin Foundation. It is truly an open project: the software is open, the data are open, the documentation is open, and users are invited to contribute by adding a book or its description, writing a widget, or simply fixing a typo. E.g. The War in the Air by H.G. Wells is missing description right now and the Open Library is asking for help in writing it.

Over 1 million free e-book titles are now available at Open Library, most of them are in the public domain. Each book has its own web page. In addition, the project maintains the e-book lending library, allowing users to borrow over 200,000 e-books. The website allows searching e-books by Subjects, including Places,
People, and Times.

The Open Library e-books are available in the PDF, plain text, EPUB, DjVu, and MOBI format, and can be sent directly to users' Kindle. In addition, the project distributes e-books in a format, called DAISY, designed for readers with disabilities. DAISY digital talking books offer the benefits of regular audiobooks, with navigation within the book, to chapters or specific pages. Open DAISY e-books can be read by anyone in the world on many different devices. Protected DAISYS can only be opened using a key issued by the Library of Congress NLS program (http://www.loc.gov/nls/).

Hi Sarah,

The LA city public library, LAPL, also uses OverDrive. This was the first time I had a chance to explore my local public library E-Media (http://www.lapl.org/collections-resources/e-media) offerings, and I was amazed at how much it has to offer. The LAPL provides e-books and other media through several vendors, in addition to OverDrive including Baker & Taylor's Axis 360, BiblioBoard, Digitalia Public Library and Film Library, Freegal, Hoopla, Recorded Books, Zinio, and ALOUD Podcasts.

I am particularly interested in checking out Hoopla (https://www.hoopladigital.com/home) - an online streaming service for public libraries offering feature films, documentaries, music albums, and audio books. Registered users can get 10 checkouts (downloads) per month, which seems to be a pretty generous option. The media can be viewed on iOS and Android devices, with no additional software installation needed aside from the mobile apps.

Hi Christina,

I also like Google Books, especially the functionality they offer. In addition to the Search in this book option, Google Books provides the embed code, for users to share the book previews outside of Google. Here is the 1925 edition of The Great Gatsby, for example (Chapters I and III are available):
The copyright to this book was renewed in 1953, according to the inner cover, so it won't be till [95 years after publication date](https://copyright.cornell.edu/resources/publicdomain.cfm) when the copyright term expires (which should be in 2020) and the book might be released in public domain.
Discuss some mobile apps that have been eye-opening for you (in any area of your life). As always, do give a URL where possible for your colleagues to get more information, and some details of your experience of the app. Please do specifically note any possible relevance to library use!

**NBC – Watch Now and Stream Full TV Episodes**

The app I used most recently is a free NBC network app that allows watching the latest full episodes of NBC shows the day after they air, plus a live stream of your local NBC station. Basically, the app lets you watch what you want, when you want and how you want. And if you hook up the iPad to your TV, you can watch it on big screen. It even allows viewing complete seasons of select series! That was a primary reason why I got it — I fell in love with [Welcome to Sweden](http://www.nbc.com/welcome-to-sweden) and downloaded this app to be able to watch the full episodes at my spare time. Too bad the show was [cancelled](http://www.ew.com/article/2015/07/28/welcome-sweden-cancelled-nbc) this year, at the end of season 2!

As far as **relevance to library use**, in February 2015 NBC expanded the full-episode library of classic NBC shows on the app, including *The A-Team*, *Miami Vice*, *Kojak*, *Battlestar Galactica*, *The Incredible Hulk* and *Knight Rider*. Library users with interests in classic TV shows would particularly benefit from the app.

**TED Talks by TED Conferences**

I downloaded this app on my iPad to watch [Brené Brown](http://brenebrown.com/about/)’s 2010 TEDx Houston talk, [The Power of Vulnerability](http://www.ted.com/talks/brene_brown_on_vulnerability.html) — one of the top five most viewed TED talks in the world, with over 25 million viewers.

Features on iPad, iPhone and iPod touch:
- View the entire TED Talks video library, with subtitles in over 90 languages.
- Play on your device or send to your home entertainment system via AirPlay or Chromecast.
Discover in-depth playlists curated by topic.
Let us build you a custom playlist -- tailored to your time frame.
Bookmark talks to watch later.
Download talks to watch when you're offline.

**Relevance to library use.** This app features entire collection on TED [Talks about Library](https://www.ted.com/topics/library). Library and information science students, professionals, and enthusiasts can all benefit learning from the top leaders in the field.

There are also many other presentations of relevance to libraries on TED Talk, beyond the Library collection. Here is one of the most fascinating talks I watched recently, on Linked Data: [The Next Web by Tim Berners-Lee](https://www.ted.com/talks/tim_berners_lee_on_the_next_web?language=en).

Tim Berners-Lee invented the World Wide Web. He leads the World Wide Web Consortium (W3C), overseeing the Web's standards and development.

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Hi Stephanie,

I came across [Mango Languages](http://www.lapl.org/collections-resources/articles-and-information/mango-languages) online learning course offered at my local public library, LAPL, while looking for a Spanish self-study resource in the virtual reference services assignment for this class, but I didn't know they have an app and a whole section designed specifically for librarians. Thank you for sharing this!

I checked it out today and discovered that it includes 5 chapters:

- Chapter 1. Obtaining a Library Card
- Chapter 2. Help at the Reference Desk
- Chapter 3. Accessing Resources
- Chapter 4. What Activities are Happening at the Library?
- Chapter 5. Job Search
Got to learn some Spanish now!

from **Mobile Applications (10/20-10/26)**
Oct 22, 2015 11:23pm

Wow, over 10 million views, on Hans Rosling’s TED talk! The data visualization he used in the presentation is really cool. Thank you for sharing, Dr. Dickey!

Looking forward to learning about Linked Data in 241-12!

from **Mobile Applications (10/20-10/26)**
Oct 25, 2015 12:08am

Hi Natasha,

Yes, you can learn on the go with the Mango Mobile app for iPhone, iPad, and iPod touch (requires iOS 7.0 or later). For the app to work, you must first have an account with Mango set up through your local library website (using your library ID) and create your username and password. Then download the Mango app from your app store by searching for “Mango Languages.” Once you have downloaded the app, when you first use it, you will log in with the Mango username and password you had set up with your library. Once logged in on your mobile device, you can download the lessons and then learn at your own pace, with or without an internet connection. See more at [https://itunes.apple.com/us/app/mango-languages/id443516516?mt=8](https://itunes.apple.com/us/app/mango-languages/id443516516?mt=8).