

**Año 2 Número 52 noviembre 2017**

**Contenidos de este número**

1. **Cafetería se convierte en Red Social**

B

Boletín Fundación Ciencias de la Documentación

 on behalf of

Fundacion CD

Apreciadas/os compañeras/os
Boletín Docuforum - Fundación Ciencias de la Documentación

Sólo unas líneas para informaros que el equipo técnico de la Fundación ha realizado reformas importantes en la CAFETERÍA dentro de la Plataforma eLearning con el fin de ajustarla a la idea de que se convierta en una Red Social para el intercambio de información entre todos los profesionales inscritos en la plataforma, con independencia del curso o plan de certificación que esté realizando.

Para compartir mensajes o chatear con otros profesionales en tiempo real, es preciso entrar en la plataforma eLearning con las claves de acceso personales, y una vez dentro ir al curso CAFETERÍA (si no estás dado de alta, debes auto-matricularte en el botón que te saldrá nada más acceder a la cafetería). Puedes acceder también directamente desde el siguiente enlace: <https://documentalistas.org/plataforma/course/view.php?id=4>

CURSO ONLINE CURADURIA DE CONTENIDOS
<https://documentalistas.org/plataforma/mod/forum/discuss.php?d=86>

Ya estamos cerrando el año académico, pero para aquellos que no quieran irse sin completar su perfil profesional les recordamos que el próximo martes 14/Noviembre daremos inicio a este importante curso totalmente virtual, que cuenta con el siguiente programa académico:

MÓDULO 1. Fundamentos y conceptos básicos de la curación de contenidos o content curation.
MÓDULO 2. Búsqueda, selección y administración de contenidos en la nube.
MÓDULO 3. Procesos de curación de contenidos: herramientas básicas para la tarea de curación de contenidos.
MÓDULO 4. Difusión de contenidos. Plataformas y herramientas alternativas para la curación de contenidos.

Esperamos os sea de interés. Muchas gracias, y saludos cordiales.

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# Arizona State to Partner with Public Libraries on Citizen Science

By [Lisa Peet](http://lj.libraryjournal.com/author/lpeet/) on October 26, 2017 [Leave a Comment](http://lj.libraryjournal.com/2017/10/academic-libraries/arizona-state-partner-public-libraries-citizen-science/#respond)



ASU 2016 Citizen Science Maker Summit: (l-r:) Narendra Das, NASA Jet Propulsion Laboratory; Dan Stanton, ASU Library; Darlene Cavalier, ASU SFIS; Catherine Hoffman, SciStarter; Micah Lande, Polytechnic School; and Brianne Fisher, former ASU graduate student
Photo credit: Marissa Huth

Arizona State University (ASU) is partnering with Phoenix-area libraries to develop field-tested, replicable, low-cost toolkits of citizen science resources for public libraries. Funded by a 2017 National Leadership Grant for Libraries from the Institute of Museum and Library Services (IMLS), researchers from ASU’s School for the Future of Innovation in Society (SFIS) and librarians from ASU’s Hayden Library, on its Tempe campus, have joined forces with Arizona State Library, the citizen science hub [SciStarter](https://scistarter.com/%22%20%5Ct%20%22_blank), and the National Informal STEM [Science, Technology, Engineering, Mathematics] Education Network (NISE Net).

Building on ASU’s experience in citizen science work, the interdisciplinary team will develop toolkits to offer multiple entry points for different skill levels and to all kinds of patrons. Six public libraries, serving a mix of populations and ages, from urban to rural, will contribute their input and experience as well. The toolkits will help support public libraries as community hubs for citizen scientists of all kinds.

Citizen science projects allow members of the general public—kids, college students, retirees, and enthusiasts of all kinds—to collect and contribute data to research being conducted by professional scientists (including, of course, non-citizens). Several online platforms, such as SciStarter and NISE Net, help interested people identify and engage in various projects. A number of academic libraries have developed [support for citizen science initiatives](http://lj.libraryjournal.com/2016/09/academic-libraries/ncsu-libraries-launch-wolfpack-citizen-science-challenge/) over the past few years, and a few public libraries have [their own programming](http://lj.libraryjournal.com/2015/09/public-services/san-diego-opens-first-public-library-biotech-lab/) aimed at introducing collaborative science projects to patrons. But there is currently no existing model or set of best practices for public libraries to follow.

**CHEERLEADING FOR SCIENCE**

SciStarter was founded in 2010 by Darlene Cavalier, now professor of practice at ASU and principal investigator on the Libraries as Community Hubs for Citizen Science project. Cavalier had no background—or even much of an interest—in science when she started out doing business development for Discover Magazine and eventually its parent company, Disney Publishing. But in the process of writing educators’ guides for Discover, a science magazine geared toward a general audience, Cavalier’s interest was sparked.

“A lot of the work I was doing was promoting the idea that science is for everyone,” she told LJ. “In reality, there’s only so much you can do if you don’t happen to have an opportunity to go to college…or you went into a different field, and later on in life discovered that you liked science.”

The only available avenues for engaging with science as a nonprofessional, she found, were, like Discover, aimed at passive consumers. “Something just didn’t feel right to me—all these messages that we were sending to kids, a lot of the investment in STEM programs, I know never would have worked on me…. I always felt that they were talking to the really smart kids in the classroom and not to me.”

Once her youngest child was in school, Cavalier earned a master’s degree in science history and policy at the University of Pennsylvania. “I’m not even sure it was called citizen science yet,” she recalled. “But as soon as I read [about] it I knew that was for me.” SciStarter—a National Science Foundation–supported hub supporting the recruitment and retention of volunteers in over 1,600 citizen science initiatives from hundreds of organizations—grew out of her master’s project. “I wanted to demonstrate to professional science organizations and congressional agencies that [citizen science] is a real thing. A lot of people are involved in it, and it’s not just birdwatchers.”

Cavalier joined the SFIS faculty in 2014, along the way serving as an advisor to the Environmental Protection Agency’s National Advisory Committee Environmental and Technology Policy and cofounding the Expert and Citizen Assessment of Science and Technology (ECAST) network. (She also founded [Science Cheerleader](https://www.sciencecheerleader.com/), a site highlighting the more than 300 current and former NFL, NBA, and college cheerleaders in STEM careers; Cavalier is a former cheerleader for the Philadelphia 76ers.) In 2016, she organized the [ASU Citizen Science Maker Summit](https://makersummit.asu.edu/), which resulted in the National Academy of Sciences inviting Cavalier and her colleague Kiki Jenkins to join its [Committee on Designing Citizen Science to Support Science Learning](http://sites.nationalacademies.org/DBASSE/BOSE/CurrentProjects/DBASSE_178572).

The summit also brought Cavalier together with library faculty. Dan Stanton, associate librarian for academic services, developed a [citizen science libguide page](https://libguides.asu.edu/citizenscience) and helped organize a series of interviews with Cavalier and other ASU scientists. When he asked Cavalier how the library could support her various projects, she mentioned that one of the major issues that had come up in a recent local citizen science partnership had involved equipment—people didn’t want to invest in specialized tools that could cost hundreds of dollars.

That, said Stanton, “was something that we knew we could do.”

**FROM PROJECT TO PILOT**

At the time of the summit, SciStarter had recently partnered with the Superstition Area Land Trust (SALT), a nonprofit educational community group in Apache Junction, AZ, and the Apache Junction Public Library (AJPL). SALT was concerned about the use of local land and wanted better access to the data informing those decisions; a citizen science program was a way to be a part of the process. The program encompassed two modules: El Nino, which helps NASA satellites confirm soil moisture levels by asking volunteers to dry and measure soil samples to compare with the satellite’s data, and Garden Roots, which measures contaminants in home-grown vegetables.

At first, SciStarter provided equipment directly to the participants, but they balked at having to store tools like heat lamps, digital scales, and rain gauges in their homes. AJPL and ASU were logical locations to hold and lend out the needed equipment.

Risa Robinson, now assistant director of learning services at ASU Library, was then an adult programming staff member at AJPL. Having the tools available to check out “definitely erased that barrier—people don’t want to buy graduated cylinders to keep forever,” she told LJ.

However, the project turned out not to be a big draw at the university, so the partners decided to focus on public library participation. Stanton felt his experience as past president of the Arizona Library Association gave him a good overview of libraries in the state—“Their commitment and creativity with regard to community programming blew me away, and I’m always thinking about us here in the academic library, that we could really take some lessons [from them]…. And I just thought, this is an excellent opportunity and a win-win.”

As the library continued circulating tools, ASU, AJPL, and Cavalier began to envision the project as a pilot for an ongoing collaboration, said Robinson. “We were able to see how the packaging worked and how much work it was going to be for staff, and I brought up the questions that Darlene wouldn’t have thought about, like: this is a heat lamp, the bulb’s going to break. Are we going to keep supplies?… How do you keep an inventory list and how do you check it when it comes back?”

Earlier that year, at the Special Libraries Association annual conference in Philadelphia, Cavalier had spoken with an IMLS program officer who encouraged her to develop a proposal promoting libraries as citizen science hubs. The partners submitted a proposal, and in August 2017 were awarded nearly $250,000 to develop toolkits over the next two years.

**http://lj.libraryjournal.com/2017/10/academic-libraries/arizona-state-partner-public-libraries-citizen-science/**

# Brooklyn Public Library Offers Online PD Course on Information Literacy

By Linda Rodgers on October 26, 2017 [Leave a Comment](http://www.slj.com/2017/10/resources/online-brooklyn-public-library-course-boosts-educators-information-literacy/#respond)

As the coordinator for school outreach at the [Brooklyn Public Library](https://www.bklynlibrary.org/) (BPL), Amy Mikel knows the value of professional development for teachers. However, a few years ago, she realized there was only so much she could teach educators in a 45-minute workshop. So in August 2014, she launched Teacher Lab, a course on information and research skills for K–12 educators.

She soon became convinced that even that four-day summer course wasn’t enough. “I can only bring 20 teachers into the classroom, so I started to envision putting the course onto an online environment where I could reach many, many more teachers,” says Mikel. After receiving a Sparks grant through the [Institute of Museum and Library Services](https://www.imls.gov/), she launched the free online course this past July.

The BPL’s [Teacher Lab](http://bklynlibrary.teachable.com/p/teacherlab) is for educators, including school librarians, who want to learn (or brush up on) research and information literacy skills at their own pace. The curriculum is divided into 13 modules. The first units are designed to give educators a foundation in library basics, says Mikel—from how the catalog is designed to what a librarian does. From there, the segments branch out into other topics. There’s one on archives and how to navigate a special collection; another module focuses on databases, and more evaluate online resources and provide guidance on how to write citations.

“What I’m trying to do is help teachers understand how many skills you have to unpack for students to research well and be able to move around the world of information,” Mikel explains. At the end of the course, she discusses what a school librarian does. “If I am doing my job well, I am demonstrating what it looks like to have a librarian around. The best way to support a school is if you have a school librarian and a public librarian working together,” she notes.

Educators must submit a final assignment, which Mikel grades. So far, 100 people have graduated from the course and earned 12 hours of professional development credit, with another 400 currently in the program. While all have been from New York State, Mikel hopes that once the word spreads, educators across the country will enroll.

**HOW TEACHER LAB WORKS**

“The way I designed the course is that it uses the Brooklyn Library as a teaching model, but all the independent work is personalized for whoever is taking the course. So for example, there are assignments that ask educators to visit their local library to explore the resources and databases there,” Mikel explains.

One of the more valuable lessons for teachers is getting firsthand experience in research and information literacy. “As a science teacher, I found myself telling my students to do background research on specific science investigations without being able to guide them to the correct resources,” says Laura Scarfogliero, an eighth-grade science teacher at PS/IS 109 in Brooklyn. “Now I know not only how and where to direct students to locate useful resources, but how to teach them to evaluate their validity.”

Of course, getting to know the library doesn’t hurt either. “Before this course, I did not use my public library to the fullest,” says Scarfogliero, adding that she’ll be taking advantage of the BPL’s archives from now on.

School librarians can also benefit from Teacher Lab. “A lot of what I’m doing in the course is modeling how to teach: how do you teach using Google and how do you teach somebody how to evaluate information,” says Mikel.

Cheryl Wolf, a librarian at the Neighborhood School, a pre-K through fifth grade public school in New York City, would second that. She took the online class because she was curious to see how someone would design and teach a research course. “Research feels like one of the hardest things to teach—mostly because research is so complicated and circuitous, not linear at all,” she says. This year, Wolf plans to develop a descriptive review for the students at her school built around the question, “What is research?”

To Mikel’s knowledge, BPL is the only public library offering such a course to K–12 educators, but she hopes it won’t be the last. She is planning on writing a field guide for other libraries that might want to replicate the initiative. “I want to expand what I’m doing here, so I’d love for other libraries to take elements of the course and then adapt it,” she says.

Linda Rodgers covers health and education for a variety of magazines and websites.

**http://www.slj.com/2017/10/resources/online-brooklyn-public-library-course-boosts-educators-information-literacy/**

# Get Into Learning Mode for Better Library Leadership | Leading from the Library

By [Steven Bell](http://lj.libraryjournal.com/author/sbell/)

Telling library leaders that leadership is a constant process of learning is good advice but of minimal help to busy leaders with little time for learning, whether formal or informal. That is why a commitment to a growth mindset may be a leader’s best strategy for continuous improvement.

A foundational premise of Leading From the Library is that good leadership results from a commitment to constant learning. Whether you think leaders are born or made, the job involves a degree of complexity that requires constant attention to progress and adaptation to a rapidly changing workplace. This column has explored multiple vehicles for leadership education, from [leadership development programs](http://lj.libraryjournal.com/2015/09/opinion/leading-from-the-library/delving-into-leadership-development-programs-leading-from-the-library/#_) to [studying lessons](http://lj.libraryjournal.com/2014/02/opinion/leading-from-the-library/looking-for-and-learning-from-leadership-stories-leading-from-the-library/) of great (and flawed) leaders. I hope that Leading From the Library is one of your go-to resources for learning about leadership, but there are dozens of good leadership blogs, newsletters, and Twitter feeds at your disposal. That there are so many good but competing resources points to the big challenge: Where do leaders find the time to develop their leadership skills and how do they develop a smart strategy for keeping up, one that allows for maximum learning in minimal time? The best are able to rigorously motivate themselves to pursue continuous learning despite time and distraction obstacles.

**LEARNING UNITES LEADERS**

What works best for each leader depends on their level of experience. When it comes to building leadership skills, there’s a vast ocean between the frontline librarian chairing their first committee and the seasoned library administrator who’s weathered many leadership challenges. Both can hone their skills by taking time to learn more from the lessons of great leadership, but the scope of the approach and methods used could vary significantly. Leadership workshops and academies, guidance from mentors, and even formal leadership courses all help new leaders to create a solid foundation upon which to grow. Senior leaders are more likely to benefit from advanced executive development or conversations within leadership peer groups. Common ground for both is establishing a regular learning regimen that reflects [a growth mindset](http://lj.libraryjournal.com/2016/06/opinion/steven-bell/we-need-a-growth-mindset-for-learning-library-research-from-the-bell-tower/), meaning that neither one has a fixed mental position on what it means to lead. New or experienced, what sets these leaders apart is that they are always in learning mode.

**ACKNOWLEDGING THE NEED TO LEARN**

While leadership workshops and development programs are useful, [according to research](http://www.sciencedirect.com/science/article/pii/S1048984316301345) conducted by Peter Heslin and Lauren Keating (link requires a Science Direct subscription), leaders excel when they adopt a mindset that allows them to learn from their own experience and regular exposure to leadership information. Heslin and Keating summarize their findings in “[Good Leaders Are Good Learners”](https://hbr.org/2017/08/good-leaders-are-good-learners). They describe three phases of the learning cycle: First, leaders need to be honest with themselves about their weaknesses and where they need to develop new skills. That is best expressed in the form of a “I need to learn how…” statement that sets a learning goal, be it conducting difficult conversations or facilitating staff empowerment. Second, leaders need to experiment with new strategies targeting that specific learning goal. For difficult conversations, that means first learning how to strategize in advance of a meeting and then having the actual experience. Third, leaders reflect on the experience to understand what worked and where they need to improve further. [Reflection](http://lj.libraryjournal.com/2016/05/opinion/leading-from-the-library/writing-reflecting-capturing-three-less-discussed-leadership-skills-leading-from-the-library/) guides leaders to sense what they need to learn and do next on their continuous path of improvement. In this way, leadership skills are “systematically learned and practiced.”

**STRATEGIES FOR LEARNING LEADERS**

For leaders wanting to get into learning mode, according to Heslin and Keating, it may be as simple as asking “Am I in learning mode right now?” Think of it as a cycle of learning where a goal is set, an experience happens, and the reflective feedback loop helps shape the next step. As a leader, having set your intention to learn a new skill or improve on an existing one, are you having a learning experience? How is it advancing your progress? What is reflection suggesting as a next step? Then act to move in the right direction towards skill building and achievement. This can happen with actions as simple as reading a new leadership blog post or journal article, but leaders need to be intentional about positioning themselves to learn.

A simple starting point is being strategic about leadership learning. That means deciding what resources to follow or programs to attend, establishing time for reading or participation, and then finding experience opportunities to put learning into practice. Whatever your stage of leadership, consider adopting a growth mindset. Think about what you need to learn and determine how to get that experience. If you believe that good leaders are good learners, then get yourself into learning mode and identify what you need to learn next.

**http://lj.libraryjournal.com/2017/10/opinion/leading-from-the-library/get-learning-mode-better-library-leadership-leading-library/**

# Ulysses S. Grant Presidential Library & Williams Lincolniana Collection Opens in One Month at Mississippi State University

Filed by [Gary Price](http://www.infodocket.com/author/gprice/)

From [Mississippi State University Libraries:](http://lib.msstate.edu/news/2017/grant-opening.php)

A $10 million addition to Mississippi State’s Mitchell Memorial Library, home of the [Ulysses S. Grant Presidential Library](http://www.usgrantlibrary.org/) and the prestigious [Frank and Virginia Williams Collection of Lincolniana](http://web.archive.org/web/20171030185303/http%3A/library.msstate.edu/williamscollection), will be unveiled with a [Nov. 30 celebration](http://web.archive.org/web/20171030185303/http%3A/library.msstate.edu/grantopening) at the land-grant university.

The 21,000-sq.-ft. library addition contains a state-of-the-art museum chronicling Grant’s life and his significance in American history and a gallery dedicated to the [Frank and Virginia Williams Collection of Lincolniana](http://www.infodocket.com/2017/07/02/massive-collection-17000-items-of-abraham-lincoln-and-civil-war-materials-on-its-way-to-mississippi-state-university/), a recent donation considered the largest privately owned Abraham Lincoln collection in America. With hundreds of thousands of historical documents and items housed on site, the new addition makes Mississippi State a leading destination for research on the Civil War and two presidents who shaped the course of American history.

[Clip]

MSU is one of six universities housing a presidential library. The Grant Library is managed by the Ulysses S. Grant Association and MSU under the direction of John F. Marszalek, Grant Association managing editor and executive director, and Frances N. Coleman, MSU dean of libraries.

Skip Wyatt of FoilWyatt Architects in Jackson, planned the overall facility expansion, and Washington, D.C.-based HealyKohler Design created the interior museum and gallery spaces. The Grant museum contains artifacts and interactive media that allow visitors to engage with the context of the times and discover intimate details of Grant’s personal life and beliefs. Brooklyn-based StudioEIS created four life-size statues to highlight different phases of Grant’s life—his time as a cadet at West Point, commanding general of the U.S. Army, the nation’s 18th president, and a statesman writing his memoirs in the final days of his life.

The gallery for the Frank J. and Virginia Williams Collection of Lincolniana displays, on a rotating basis, more than 100 of the 17,000 priceless artifacts and 12,000 books included in the Williams Collection, which the former Rhode Island Supreme Court Chief Justice and his wife, Virginia, have amassed over several decades. The gallery exhibit includes commentary from Williams on the relevance and importance of featured items.

The new addition to Mitchell Memorial Library also contains MSU’s Congressional and Political Research Center, which houses nine congressional collections, including cornerstone anthologies on MSU alumni and former U.S. congressmen Sen. John C. Stennis and Rep. G.V. “Sonny” Montgomery. Other collections include those of U.S. Rep. Marsha Blackburn, former U.S. Reps. David Bowen and Alan Nunnelee, former U.S. Secretary of Agriculture Mike Espy, former Mississippi Lt. Gov. Amy Tuck, State Rep. Steve Holland and State Senator Jack Gordon.

**http://www.infodocket.com/2017/10/30/ulysses-s-grant-presidential-library-williams-lincolniana-collection-opens-in-one-month-at-mississippi-state-university/**

# Hewlett-Packard historical archives destroyed in Santa Rosa fires

  

**ROBERT DIGITALE**

THE PRESS DEMOCRAT |

Read all of the PD's fire coverage [here](http://www.pressdemocrat.com/topics/?t=sonomacountyfires)

When deadly flames incinerated hundreds of homes in Santa Rosa’s Fountaingrove neighborhood earlier this month, they also destroyed irreplaceable papers and correspondence held nearby and once belonging to the founders of Silicon Valley’s first technology company, Hewlett-Packard.

The Tubbs fire consumed the collected archives of William Hewlett and David Packard, the tech pioneers who in 1938 formed an electronics company in a Palo Alto garage with $538 in cash.

More than 100 boxes of the two men’s writings, correspondence, speeches and other items were contained in one of two modular buildings that burned to the ground at the Fountaingrove headquarters of Keysight Technologies. Keysight, the world’s largest electronics measurement company, traces its roots to HP and acquired the archives in 2014 when its business was split from Agilent Technologies — itself an HP spinoff.

The Hewlett and Packard collections had been appraised in 2005 at nearly $2 million and were part of a wider company archive valued at $3.3 million. However, those acquainted with the archives and the pioneering company’s impact on the technology world said the losses can’t be represented by a dollar figure.

“A huge piece of American business history is gone,” said Brad Whitworth, who had been an HP international affairs manager with oversight of the archives three decades ago. He said Hewlett-Packard had been at the forefront of an industry “that has radically changed our world.”

Karen Lewis, the former HP staff archivist who first assembled the collections, called it irresponsible to put them in a building without proper protection. Both Hewlett-Packard and Agilent earlier had housed the archives within special vaults inside permanent facilities, complete with foam fire retardant and other safeguards, she said.

“This could easily have been prevented, and it’s a huge loss,” Lewis said.

Keysight Technologies spokesman Jeff Weber acknowledged the destruction of the Hewlett and Packard collections, but he disputed the idea that the company had failed to adequately safeguard them.

“Keysight took appropriate and responsible steps to protect the company archives, but the most destructive firestorm in state history prevented efforts to protect portions of the collection,” Weber said in an email. “This is a sad, unfortunate situation — like many others in Sonoma County now. This is a time to begin healing, not assigning blame.”

He added the company “is saddened by the loss of documents that remind us of our visionary founders, rich history and lineage to the original Silicon Valley startup.”

The flames that entered the Keysight campus on Oct. 9 were part of several wildfires that killed at least 23 residents and destroyed 6,800 homes and other buildings in the county.

Among the structures consumed were two beige, flat-roof modular buildings near the Keysight entrance on Fountaingrove Parkway. The buildings, connected by an overhang to a permanent structure, held not only the archives but also a branch office of First Tech Federal Credit Union.

The rest of Keysight’s campus survived with relatively minimal damage from the fire, CEO Ron Nersesian said on Oct. 10. The campus includes four permanent buildings and a recycling storage facility, together constituting nearly a million square feet of office and production space.

The fire and its aftermath have kept the Fountaingrove facility closed for three weeks.

[**http://www.pressdemocrat.com/business/7559762-181/hewlett-packard-archives-at-keysight-destroyed?artslide=0**](http://www.pressdemocrat.com/business/7559762-181/hewlett-packard-archives-at-keysight-destroyed?artslide=0)

# New Report from Knowledge Unlatched Research: “Exploring Usage of Open Access Books via the JSTOR Platform”

Filed by [Gary Price](http://www.infodocket.com/author/gprice/)

[The following report](http://kuresearch.org/PDF/jstor_report.pdf) was released today by [Knowledge Unlatched Research.](http://kuresearch.org/)

The research was commissioned by UCL Press, University of Michigan Press, Cornell University Press, and the University of California Press.

From the [Publication Announcement:](http://kuresearch.org/)

[This report](http://kuresearch.org/PDF/jstor_report.pdf) is the outcome of research commissioned and funded by four presses. It engages with usage data made available by JSTOR relating to OA books in order to assist publishers in understanding how their OA content is being used; inform strategic decision making by individual presses in the future; and shed light on the potential for data relating to the uses of OA books to support the potential of open access books to reach wide audiences.

More broadly this study will be of interest to librarians and research funders. It shows in depth the patterns of usage of OA books that are emerging, especially at the chapter level.

Amongst the conclusions this study shows that more so than journals, the book business has been driven by intermediaries throughout its history. Even in the transition to ebooks intermediaries continue to be important in the widespread distribution of book content. Thus, having book content available through the full range of discovery outlets is critical to ensuring access to research communities.

The high proportion of readers originating in North America and already on the JSTOR platform when they access the books examined in this study hints at the continued importance of multiple distribution pathways for OA books as a mechanism for ensuring that the key outputs of the Humanities and Social Sciences make their way beyond academia. Encouraging are the hints that users at institutions who might not otherwise afford access to publishers’ books (remembering that JSTOR customers subscribe to a wide range of different journal and book collections) are using OA books. These appear to include high schools and community colleges.

Direct to [Full Text Report (43 pages; PDF)](http://kuresearch.org/PDF/jstor_report.pdf)

**About Gary Price**

Gary Price (gprice@mediasourceinc.com) is a librarian, writer, consultant, and frequent conference speaker based in the Washington D.C. metro area. Before launching INFOdocket, Price and Shirl Kennedy were the founders and senior editors at ResourceShelf and DocuTicker for 10 years. From 2006-2009 he was Director of Online Information Services at Ask.com, and is currently a contributing editor at Search Engine Land.

**http://www.infodocket.com/2017/10/30/new-report-from-knowledge-unlatched-research-exploring-usage-of-open-access-books-via-the-jstor-platform/**