

Summeries from the workings groups, 17th February 2011 at ANMA General Assembly in Oslo

Working group 1:

Participants: Musse Magnussen Svare, Ilvi Rauna, Frida Røsand, Ann Malm, Bjarne Isaksen, Jens Torolf Larsen, Eduardas Gabnys

Notetaker: Musse Magnussen Svare, The Royal Danish Academy of Music (RDAM)

Question for discussion:

How do you see the future role of the library and the services needed in order to support teaching and learning at our music academies?

We had a very good and lively discussion with many good points and different angles from the different staff groups.

Here are some of the questions, statements and points that were discussed:

The libraries could take more part in the education of the students:

Introduction courses in using the library are important and a first step in getting in contact with the students in a good way from the beginning. The introduction courses and other courses in library search and information skills should be repeated for the students during their studies.

The librarians could take part in the regular teaching situation at relevant courses.

The librarians can maybe this way be an extra teaching resource.

Collaboration between teachers and librarians about courses in the library in connection to the regular courses fx. project method could be a useful model.

Courses in the library should be carefully planned as an integrated part of the education. It is also important that the courses are placed at the right time of the year, when it is relevant to the students in connection with examinations and writing of papers.

The libraries and teachers should collaborate more about the content and services in the libraries:

The librarians should collaborate with the teachers about organizing the materials on the shelves. It's important that the thematic also makes sense to the teachers.

It is also important that the librarian consult the teachers to build up the collection. For instance it can be a good thing to have many different recordings of the same piece of music.

The teachers sometimes forget to consult the library to see if the works on the literature lists they give to the students are available in the library. Again: collaboration is a good thing!

A semester-shelf in the library is a great help to the teachers and students.

A library advisory board (including teachers, students and administration) is useful at some of the academies.

The libraries can secure quality in teaching and learning material and services

How can we compete with the “smart phone services” and the quick and easy access on the internet, which is available to the students outside the libraries?

By knowing and teaching how to search, find and select quality media, portals and all different kinds of material.

The librarian’s role is (together with the teachers) to help the student and teachers to select the good and the right materials for the right purposes. How to consider what is quality. How to know what is available.

It takes different skills to find performing materials than literature on music, theory etc.

How do we stimulate the students to be more curious? To really “study” music – to search and find!?

We want the students to examine and know about all the different music, literature and knowledge about music, that we have or can give access to through the libraries.

It’s the librarians’ and the teachers’ responsibility together!

The teachers should help their students to use the libraries more.

The Nordic academies should exchange library courses and good ideas.

The libraries should be physically integrated in the institutions

The location of the library, the library’s facilities and rooms are important for the frequent and good use of the library. Near the cantina is a good place. A place that people pass on their way to rehearsals and lessons.

Rehearsal and teaching rooms inside the library is also a good thing.

The most important thing is: How can we bring teachers and librarians more together?

It should be found out to what extent the teachers and students *have to* use the libraries in order to fulfill the purpose of the educations.

Can we somehow “help” especially the performance teachers to use the library more?

There is a need to decide what the teachers and students MUST learn about information search and what they CAN take advantage of in the libraries.

Working group 2

Participants: Kirstine Folmann, Britt Roslund, Judit Schöld, , Inger-Mari Malm, Undis Aarbakke Hope, Henrik Sveidahl, Jaana Sariola, Trine Knutsen

Notetaker: Kirstine Folman (Bergen University library)

In wich areas and in what ways can we benefit from increased cooperation between Nordic music academic libraries?

- Collaboration: any collaboration is important. Sharing knowledge and sharing experience. Agree on common approaches.
- Nordic values – something/anything we can do together?
- Special collections/digital archives (presenting artistic research and special collections for other institutions).
- Exchange issues around classificationsystems
- “Becomming copy-left”, working on pushing/changing copyright laws – thinking strategic together
- The music-librarian 2.0 and throw it at the academies. A new concept.
- Collaborating with different types of compencies – mapping each others compencies; knowing who's good at what!

Being a visible library – ask questions like; what’s up? Where is the research going? How can we help!!!

Working group 3

No summary received.

Working group 4

Participants: Otlu Alsvik, Karin Nordgren, Jane Mariegaard, Are Skisland, Bertel Krarup, Staffan Rydén, Maija Sipola, Michael Strobelt

Notetaker: Otlu Alsvik, Norwegian Academy of Music

The groups were presented with a list of eight topics to discuss, and each group was given one of the topics as their basis for discussion. In addition, the groups also could discuss one or two other questions on the list. Main topic for Group 4 was: How do you see the future role of the library and the services needed in

order to support the scientific research at our music academies? Unfortunately (?) our discussion quickly left this question and seemed to become a more general one – seemingly touching upon almost all questions on the list. The following is an attempt to summarize the discussion.

Firstly, it was established that the the libraries in the institutions have quite different situations and roles, depending on whether the institution is independent or a department of a university (and the library then just a music section of a bigger university library). In addition, some libraries have national responsibility for musical documents (Riga), whereas others depend on their patrons also using the national library (Copenhagen). Of importance is also the libraries' location; short distance for the users = many visits to the library. Finally, distance to national libraries is decisive (in Oslo the national library and its music department is too far away for quick visits for students/teachers of the academy).

We also discussed the role of the library in general, now that electronic tools have entered the library scene. Electronic subscription databases, with quality controlled contents, are extremely expensive tools which ought to be used to their full capacity. But this requires a certain knowledge which the librarians should be the first to acquire – and which they again should share with the library patrons, students and teachers alike.

For research, scientific as well as artistic, the use of electronic means already is central, and it will be even more so in the future. It is the librarians' task firstly to present the possibilities for the researchers and secondly to assist in the research activities whenever needed. For this they need to know how to handle the tools, but also how to share their knowledge with their patrons. To develop competence among librarians in these areas will be a quality assurance – and hence an investment in the future for the institutions.

The fact that not all students and teachers seem to use the library was also being discussed. In this the teachers ought to serve as good examples, but then they need to “discover” the library themselves first. Therefore the library must try to reflect the outside world, so to say, at least the activities of the institution and the arising needs and requirements. This may lead to a more active use of the library, from all parties.

For many students the library is a place for leisure, a social place where they can relax between lessons, have a chat and a snack, listen to a recording or read a newspaper or a journal article. The library as a place for studying is probably something that needs to be learnt. And it is necessary that the librarians aim at both. The library needs to have many faces, it must be an open, social space, but it must also on the other hand contain and radiate a certain intellectual energy.

To introduce new students to the library at the very beginning is certainly a good thing to do. But it seems necessary not to overdo; to welcome them with heaps of information might cause them to shy away from the library. It will be much better to gradually feed them with the information they need, when needed. In this it is important for the librarians to be open to impulses from the outside (questions from students, information from the teachers, etc.).

A thought that was mentioned was to single out some of the teachers and make them “super users” of the library. One could see them as a sort of link between the library and the students (possibly also their fellow teachers). They could help stimulating students to an active use of and investigation into the library's possibilities – put the library into the spotlight, as it were.

Working group 5

Participants: Aino Jalkanen, Egle Krisciunaite, Peter Berry, Anne-Åse Kallhovd, Anna Sæmundsdottir, Eirik Birkeland, Sven Landh

Notetaker: Aino Jalkanen, Sibelius Academy

HOW CAN THE LIBRARY SUPPORT THE GROWING FIELD OF ARTISTIC RESEARCH?

The whole concept of artistic research is still somewhat undefined. There was discussion about what artistic research means and how it differs from traditional research. Does artistic research need different type of support from libraries?

This is our conclusion:

ARTISTIC RESEARCH *IS* OR *CAN BE*:

- - a piece of music, an actual work itself, a way of doing any research, a method
- - doing research through the music
- - making music reflectively is research as such
- - combining different competences
- - an attempt to put tacit knowledge into words
- - a new, developing field – there are different viewpoints

WHAT CAN LIBRARIES DO, POSSIBILITIES:

- documentation of research
- granting access to material
- “*making music*” consists of working together, reflecting, documenting, group discussions and interaction, bringing different competences together – *could a librarian be a part in that?*
- other than the stereotype librarian?
- important qualities in research groups could be openness, creativity, relaxation

Being a part of research or working groups could provide:

Enhance the awareness and comprehension for both researchers and library staff of each other’s field of specialty. Researchers would be more informed by the services library can offer, and librarians would know more about what researchers do and need.

CHALLENGES:

- a problem between protecting art and isolation – how far can one go?

- combining different sciences with music research
- bibliographic instruction – library resources

A sort of conclusion to our discussion was reached through this: Do not regard the library of an institution as “merely” a support division. See it instead as a centre of force in itself, representing the broad knowledge and competence of library science and library know-how.