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I Hear the Train A Comin' -- Stanford in Second Life

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displayed. Users need only check the items they want to save.

If a translator is not available for a particular Website or for whatever reason **Zotero's** automatic sensing function cannot be used, it is possible to add items to the **Zotero** library manually. Users pick one of 34 different source types (i.e., book, journal article, presentation, film, etc.) and then fill in the rest of metadata for the item. In addition, citation libraries that have been saved in other bibliographic management products can be imported into **Zotero**.

Data can be exported from **Zotero** in a number of ways. When first downloaded **Zotero** comes with the ability to generate bibliographies in ten different citation formats, including Chicago, **MLA**, and **APA**, and additional citation formats can be downloaded from the **Zotero** style repository (http://www.zotero.org/documentation/citation_formats).

Similar to **EndNote** and **RefWorks**, **Zotero** will integrate with word processing software. Plug-ins are available for **Microsoft Word** and **Open Office**. The plug-in enables users to access their **Zotero** libraries through their word processing software. Once the plug-in is installed users can insert and edit both citations and bibliographies using a set of icons that appear in the word processing software's toolbar. Users of word processing programs other than **Microsoft Word** and **Open Office** can export citations to a clipboard and paste their bibliographies into their documents. (http://www.zotero.org/documentation/word_processor_integration)

Limitations

One of **Zotero's** significant limitations is portability. Because the tool is integrated with **Firefox**, users cannot access their **Zotero** files without the browser. There is a way around this, though. The Frequently Asked Questions in the Documentation section of the **Zotero** Website recommends installing a portable version of the **Firefox** browser on an external storage device, such as a USB drive or a portable hard drive. The FAQ also provides instructions on how to back up the data in the **Zotero** library to an external device. An external device could also be used to sync-up **Zotero** libraries on different computers. It is worth mentioning that the ability to access a **Zotero** library from anywhere on the Web is a planned feature for future development, as is the ability to back-up and sync-up the citation library remotely.

While **Zotero** is a powerful tool for storing and organizing items, there are some issues to be resolved in the formatting of citations for bibliographies. In an October 2007 review of **Zotero** in *The Charleston Advisor*, **Jane Kessler** details errors made in the formatting of citations for a book and an article in both the **MLA** and **APA** styles. For the purposes of this review, I put the same two items that **Kessler** used into my own **Zotero** library, and exported them in **MLA** and **APA** to see if the errors in citation formatting that **Kessler** pointed out were still present. See the citations

I exported below.

Book citation in MLA Style:

Golden Arches East: McDonald's in East Asia. Stanford, Calif: Stanford University Press, 2006.

Article citation in MLA Style:

Brown, Douglas M. "The Restaurant and Fast Food Race: Who's Winning?." *Southern Economic Journal* 56.4 (1990): 984-995.

Book citation in APA Style:

Golden arches east: mcdonald's in east asia. (2006). (2nd ed), 256. Stanford, Calif: Stanford University Press.

Article citation in APA Style:

Brown, D. M. (1990). The restaurant and fast food race: who's winning?, *Southern Economic Journal*, 56(4), 984-995.

Interestingly, some of the errors **Kessler** noted have been corrected, while others have not. For example, when **Kessler** conducted her review, the book title in the **MLA** style was in italics when it should have been underlined. As can be seen in the example above, that error has been corrected. However, **Kessler** also noted that the editor of the book was not listed in the citation when it should have been. That error is still present in the citation I exported.

Like **Kessler**, I retrieved the article citation from **JSTOR**. When **Kessler** exported the article citation from her library, the citations included a URL and a retrieved date. When I exported the article citation from my **Zotero** library, no online access information is included. It is impossible to tell that I accessed this article electronically at all. While it appears that some work is being done on the citation formatting, neither the **APA** or **MLA** styles are being reproduced accurately at this time.

Getting Started

The easiest way to get started with **Zotero** is to view the **Zotero** screencasts available on the **Zotero** Website. (http://www.zotero.org/documentation/screencast_tutorials). The screencasts walk through the tool's functionalities, demonstrating such features as finding and searching for items, managing a collection of items, tagging items, and archiving and annotating Webpages. In addition to the screencasts, the **Zotero** Website includes extensive documentation on the development of **Zotero**. The Forums area of the **Zotero** site is particularly active, allowing **Zotero** users to connect with each other and exchange ideas, tips, and customization solutions.

Despite the limitations mentioned above, **Zotero** is a powerful research tool, and well worth looking investigating as an alternative to commercial bibliographic management tools. It provides seamless integration with the **Firefox** Web browser, and offers users robust tools for organizing and accessing their research resources.

Sources

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I Hear the Train A Comin' — Stanford in Second Life

Column Editor: **Greg Tananbaum** (Consulting Services at the Intersection of Technology, Content, and Academia) <gtananbaum@gmail.com>

I recently came across an interesting press release put out by the **Stanford University Libraries and Academic Information Resources (SULAIR)**. The university had created a virtual library within **Second Life**. For those not in the know, **Second Life** is a virtual reality platform in which more than eight million people meet, socialize, debate, and interact. A number of higher education institutions have established a presence within **Second Life**, with activities ranging from virtual lectures to reference services on demand to social commons. I recently interviewed two of the founding forces behind **Stanford's** foray into this brave new (cyber)world — **Rachel Gollub**, Manager of Development and Research within the **Digital Library Systems and Services Group**, and **Deni Wicklund**, **SULAIR** Technical Support Manager.

Why did Stanford decide to launch a Second Life presence?

We explored **Second Life** from a number of perspectives, including research and experimentation, platforms for teaching and learning, and community resources and library access. We also visited a number of educational and library sites in **Second Life** to get the feel for what others were doing. We were impressed by the diverse uses and the success of locations like **Info Island** and the **Harvard Law School** lectures, and felt we could add value to our library offerings and raise our profile by opening a site in **Second Life**. It also gives us an opportunity to showcase some of our more obscure collections and resources; we are currently displaying some of our digitized collec-

continued on page 85

I Hear the Train A Comin' from page 84

tions, including rare and antique books, online. The **Second Life** presence draws patrons to the Website, and makes them more aware of what we offer.

Is the site intended for Stanford students? Faculty? The general population?

The site is designed to be as inclusive as possible, and we hope to draw people from all the groups you mention. There are some resources that are only available to the Stanford community, but we are committed to displaying as much public domain information as possible to make these resources available to people worldwide. We think **Stanford University** holdings are unique, and a wide range of people could benefit from their use.

What evidence do you have of the Stanford community's participation in Second Life?

As we mentioned, this is not intended solely for the **Stanford** community, but we've had a great response to our first test site, with over sixty members of our **Stanford** group visiting without any advertising. We are currently working on a much larger and more complete site, and have generated a lot of interest both inside and outside the **Stanford** community even before the launch. We also advertise our presence at **Stanford** community and Open House events, and in newsletters.

What is EduIsland? Who are your "neighbors"?

EduIsland is a part of the **Info Island Archipelago**, a collection of islands devoted to education and library science. **EduIsland** is specifically designed to host educational institutions, so we chose that for our first test site. The success of that location has spurred us to buy an entire island in the **Info Island Archipelago** for **Stanford University Libraries**. The **Info Island** staff and directors have been incredibly helpful and supportive in our work, and have volunteered to work with us to improve our sites and generate publicity. We share a common goal of making information resources easily available to all members of **Second Life**. Our neighbors on our new island include **San Jose State University**, **Cleveland Public Library**, and **Cybrary City**, with the **Digital Library Federation** coming soon. The owners of these islands have worked with us to integrate our new site into the existing landscape in a seamless way.

What does the Stanford Second Life library include?

Our test site included space to practice building, and then a building to house the objects we experimented with, and to provide a meeting space for library functions. At that point, we realized we needed more space. The new site has a few large buildings with lecture space, study space, and various tools and places to gather; several areas to house permanent and rotating collections; and some areas of natural beauty to provide gathering places. We expect to provide access to collections through a number of media, including streaming audio and video, and interactive exhibits.

You say the building has lecture space and study space? What does that mean in practice? How do those spaces get used?

In our **Tower**, we have some modules that are unassigned which are built with seating and **PowerPoint** presentation displays. These can easily be used for classrooms and are intended for that use. We don't have study space per se, but have many areas where a visitor can sit quietly, or areas where they can meet with other students or colleagues for whatever kind of collaborative work they may wish to do.

What services does the Stanford Second Life library offer?

We provide access to collections and exhibits, meeting tools and space, gathering areas for casual conversation, and access to **Stanford University** online resources and tools. We also want to make this a welcoming environment to people new to **Second Life**, or **Stanford**, or both.

What types of exhibits are on display?

We currently have **Library Kiosks**, which have photos of the individual libraries they represent, as well as browser links to their respec-

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tive Websites. We have, in the **Exhibit Garden**, a display of some of the antique rare books owned by **Stanford University Libraries**, with large examples of each item (generally a page from the book), as well as a description of the item written by **John Mustain**, our Rare Books Librarian. We have plans for other exhibits for our **Special Collections Library**, **East Asian Collection**, and more.

Is the Stanford Second Life library staffed?

Not formally, no. We have attempted to make all the exhibits and collections easy to use and understand, and have provided resources for those looking for more information. We are also part of the **Info Island Archipelago**, which is staffed, so we have teleport links to the reference desk for the **Archipelago**, as well as to other places to get help. We also generally have a few staff members wandering around the island, and we're always happy to help.

What has patronage been to date?

Only our test location has been open long enough to measure this, and that didn't have enough content to provide a good sense of what it will be. Our grand opening of our new site is expected to be in late October or early November, and we expect to monitor usage and interest then.

What has feedback been to date?

The most common comments have been, "Wow, that's cool," and "When are you going to open your island?" A few people have expressed skepticism, but the majority has been interested and excited to try it out. We'll monitor interest and feedback as we open the new site, and provide means for visitors to send us feedback from within **Second Life**. Like any new medium, we expect interest to decline slightly as people become more familiar with the concept, but we believe

the site will provide lasting value that will continue long after the hype has subsided.

What is next for the Stanford Second Life library?

The work on our **Second Life** site has been done by the members of **Stanford University Library's Digital Library Systems and Services Group**. We are a group that was formed to continually move library access and resources into the most useful and promising directions that we see in technology and library science. While we work on **Second Life**, we are also restructuring the information architecture and access to library resources in real life and on the Web, and we see enormous potential in integrating them all in a coherent way. As we expect the Web to evolve, we also expect **Second Life** to evolve, and we anticipate riding the edge of this wave to make the most of the wide range of resources available to us.

On the human side, working on **Second Life** has brought our group closer to other areas of the libraries, and we have forged new relationships with various library staff members who have helped us locate and present resources that might not otherwise have seen the light of day. 🌸