Record Nr. UNINA9910783535903321 British library and information schools [[electronic resource]]: towards Titolo 100 years of educating the information professional at UCL SLAIS // guest editors, Andy Dawson and David Brown Bradford, England, : Emerald Group Publishing, c2006 Pubbl/distr/stampa 1-280-50691-1 **ISBN** 9786610506910 1-84544-927-4 Descrizione fisica 1 online resource (152 p.) Aslib proceedings, , 0001-253X;; v. 58, no. 1/2 Collana Altri autori (Persone) DawsonAndy **Brown David** Disciplina 026.006242 Soggetti Libraries - Great Britain Information science Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Cover; CONTENTS; EDITORIAL ADVISORY BOARD; Note from the editor; Nota di contenuto Towards 100 years of educating the information professions at UCL SLAIS; Developing a new academic discipline; The study of books; The development of description in cataloguing prior to ISBD; The need for a faceted classification as the basis of all methods of information retrieval; Evaluating evaluation; The rendering of humanities information in a digital context; Interpreting the image: using advanced computational techniques to read the Vindolanda texts Improving the relevance of web menus using search logs: a BBCi case studyTriangulating qualitative research and computer transaction logs in health information studies; Three problems in logic-based knowledge representation This e-book is devoted to the research output of British library and Sommario/riassunto information schools. With the Research Assessment Exercise two years off it gives institutions an opportunity to demonstrate the quality and range of their research and scholarship. This issue focusses on the

School of Library, Archive and Information Studies at University College London, the first British library School to be established in 1919. Both

historical and modern areas of librarianship and information management are explored. The first half of the issue focusses on traditional issues of information description and