



# “From Alexandria to the contemporary university library: inspiring communities to participate and engage with lifelong learning

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# Outline

**Justifying Life Long Learning by (academic) libraries.**

**Thoughts for a philosophical base and approach**

- Some principles: from the archetypes of the Hellenic civilization
- Some characteristics of (digital) *information entities*
- Principles derived for Life Long Learning by (academic) Libraries and possible feedback for:
  - open libraries
  - open access
  - open software
  - open linked data
  - Open Science

# Archetypes of Hellenic physical philosophy. Principles

1. **Naturalistic explanations** of the cosmos (etiology / logos / reason) – **own Responsibility**
2. **Syncretism** (identification of the “*other*”, selection, evaluation, collection)
3. **Value added** elaboration of existing knowledge (either of “other’s” or “our own”) => **creation** of new knowledge
4. **Proof** of facts (not simply evidences, not only recipes)
5. **Generalization** of thinking => **theory**
6. **Organization** of knowledge (Alexandria 500-700k, Pergamos 300k works)
7. **Dissemination** of information, **Openness:** in museums, *bibliothekes*, libraries, agora, vs. closed in priesthood circles
8. Contribution to the Information **life cycles** and Information **reusability**
9. **Contribution to life long learning**, to human **progress and humanization** of our existence

## Some characteristics (properties, features) of (digital) information I

1. No information is meant away from (in the absence of) a perceptual subject, such as a human being (meaningful **ideas** or **aesthesis**)
2. **Communication** of information is needed for the existence of information.
  - Lost or not (yet) discovered, not (yet) decoded information, **not (yet) disseminated** information
3. Information is **vital**, not simply crucial, for **societies**.
4. (Digital) information is used/exploited, **not consumed or destroyed by the use**.
5. Usage is differed from consumption.
  - Consequence: information **physical** characteristic is **antagonism-free**
  - **Openness of access to information** is derived from **physical endogenous characteristics** of the nature of information.



## Some characteristics (properties, features) of (digital) information II

### Personalization dimensions of *Information*

5. There is not such a solid thing called *information* in general.
  - There are rather *information entities* or **poly (multi) faceted** expressions / manifestations of concepts, that are **dynamically** modifiable **phenomena**
  - **expressed** through or **recorded** by purposefully arranged decodable constructions e.g. **words**, terms, signs, **symbols**, numbers (**semantic web**, RDF)
  - **representing** data, meanings, notions, thoughts, ideas or even knowledge
  - that are **used/exploited** in different **ways** in each specific **occasion**, according to and depended on the **pragmatic** or **fantastic necessities** of the individual **socio-spatio-temporal-emotional user**.
  - **Multiusability** of the “*same*” *information entity* by the “*different user(s)*”, are derivatives of the previous referred characteristics.
6. These **endogenous characteristics** of the *information entities* consist the **gene of information DNA**.

# Life long learning **by** (academic) libraries.

Thoughts for a philosophical approach

## **Offered by or needed by**

Academic or All library categories. New roles

1. Libraries ***use*** books, parchments, papyri, newspapers, journals, posters, maps, tapes, microfilms, servers, disks, files, cloud...
2. But actually ***manage information***
3. in order to change ***information*** (“things”) into ***information entities*** (“relations”)
4. **Relating** with / connecting to individual **changing** needs of the users
5. generated by Life cycle of ***information entities*** (relations)
6. **Life long learning** concerns the development of **new relations** among **potential (non) users** and **not yet discovered *information entities***

Life long learning **by** (academic) libraries.

Name it: **Information literacy** in six steps

1. **Recognizing** (user) information **needs**
2. **Learning** about the existence of information **sources**
3. **Developing search** and discover **skills** (technical & semantic)
4. **Setting criteria** for **evaluation** of sources and results
5. Exploiting, **elaborating results**
6. Implementing **legal** restrictions and capabilities



# Implementing the principles

- **Open access,**
  - not (only) because of the **journal price crisis** but
  - Mainly, because *information entities*' **endogenous characteristics**
- **Unified information (eco)systems**
  - because content [alone] is not the king (Odlyzko),
  - **Interconnectivity** is, synthesis of information entities, creation of new *information entities*
- **Personalization** fulfillment of individual information needs
  - because there is not such a thing as “**average user**”
- **Collaboration**
  - **Because of the need for syncretism,**
  - there are more wise than you and me, exploit them, disseminate your **theory and proof for your benefit through benefit of the others.**