COMPLETE COVERAGE OF LIBRARY INFORMATION TECHNOLOGY

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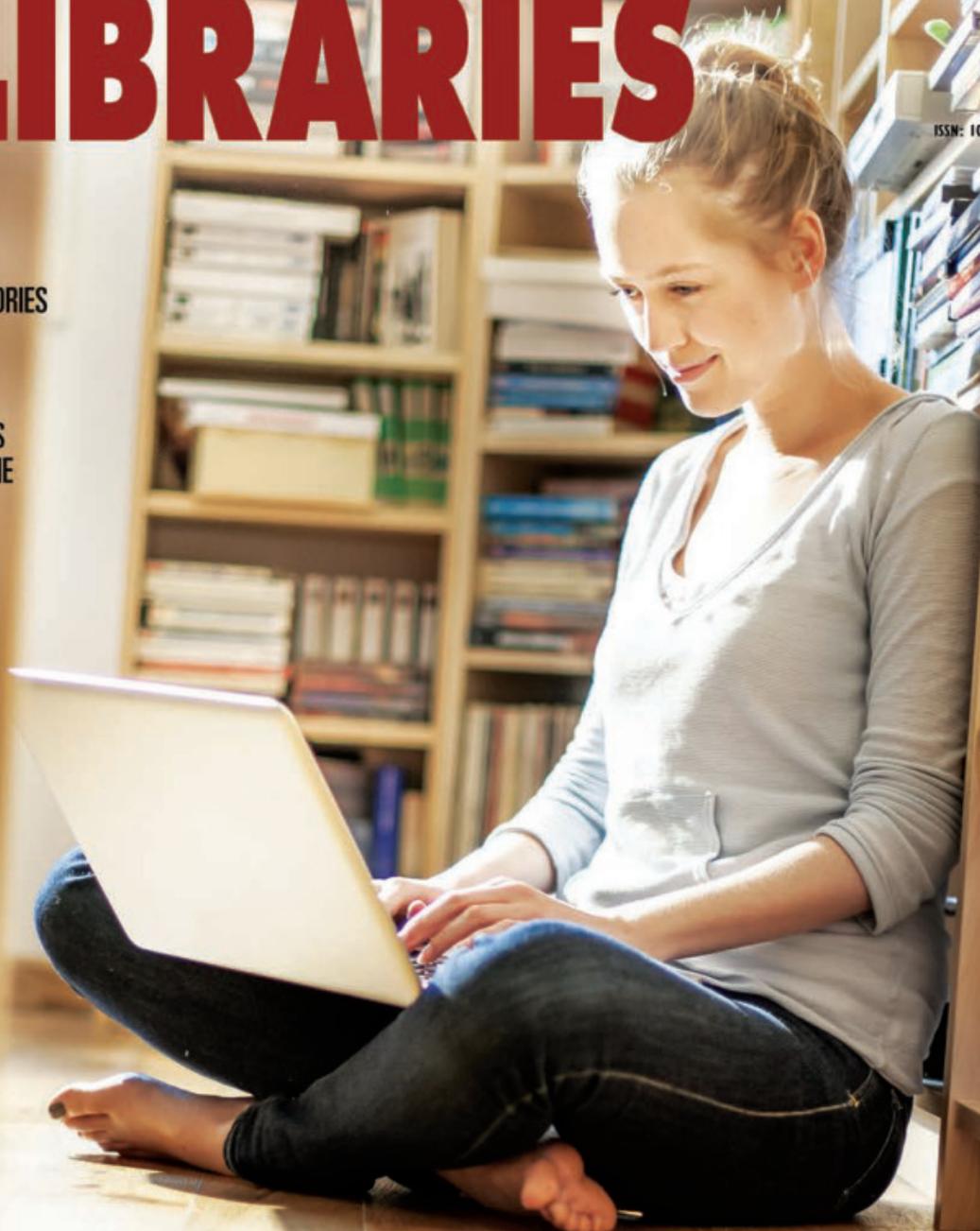
FREE LIBRARIES

The Keepers Registry
is now available on the ISSN Portal (https://portal.issn.org)!

As of December 2019, the Keepers Registry (https://keepers.issn.org) is now fully integrated with the ISSN Portal the global, authoritative database for serial title identification and tracking. This service aggregates preservation metadata of digital journals with ISSN descriptive metadata, thus providing an accurate overview of a serial title's journey from initial publication to transfer of responsibility to long-term preservation by archiving agencies. In the shift from print to digital format, libraries and publishers need to archive not just digital serials but also ongoing 'integrating resources'. Thirteen archiving agencies from around the world are addressing this challenge and supporting the Keepers Registry as a tool to monitor the archival status of digital content. These national libraries, non-profit organisations, and academic consortia cooperate with the ISSN International Centre to disseminate up-to-date information about archived serial titles and titles at risk.

Grant Hurley, Digital Preservation Librarian at Scholars Portal, Canada, states that "The Keepers Registry is a crucial component of our collective preservation ecosystem. Keepers Registry gives its stakeholders the ability to evaluate what materials are being preserved and by whom, and therefore, what materials may still be at risk. As a preservation service provider, Scholars Portal benefits from exposing its holdings data in a consistent and reliable way, which ensures its preservation practices are transparent and supports the trust of its user communities."

Jeffrey van der Hoeven, Head of the Digital Preservation department at the Nationale Bibliotheek van Nederland (KB), Netherlands, explains that "From the perspective of long-term preservation, the Keepers Registry fulfills an important role for KB in determining the integrity of its collection".

Craig Van Dyck, Executive Director of CLOCKSS, USA, posits that "The Keepers Registry performs several critical functions: exposing information about which scholarly journals are preserved, and which volumes, and by which preservation archives; providing a normalized platform for users to find the information, and for archives to integrate with; and a social structure for archives to come together to collaborate. Digital preservation is an evolving field, and collaboration is key to moving forward. The ISSN International Centre makes a lot of sense as a home for the Keepers Registry."

Our partner archiving agencies are:

Archaeology Data Service, British Library, Cariniana Network, CLOCKSS Archive, Global LOCKSS Network, HathiTrust, Library of Congress, National Digital Reservation Program China, National Library of the Netherlands, PKP Preservation Network, Portico, Scholars Portal, Swiss National Library.

Keepers Registry is available for free through the **ISSN Portal** and here: **https://keepers.issn.org/**

For information about specific professional services or to join the Keepers Registry as an archiving agency, please contact the ISSN International Centre (Email: newkeepers@issn.org)

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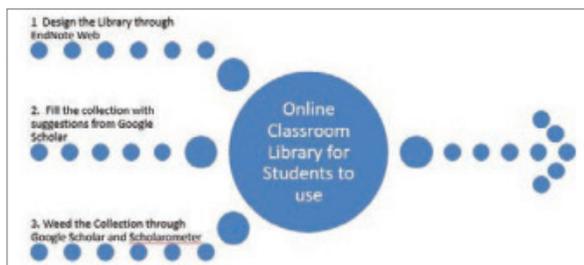
Libraries in the Time of COVID-19

As we go to press, our world is in chaos, consumed by the COVID-19 pandemic. We have added an extra section of news items to show what we know as of this writing—including ALA's recommendation that libraries close their doors for a while. We can't anticipate what will have happened by the time you are reading this in May/June; hopefully, we will have arrived at a better place. But as Marshall Breeding observes in his column about libraries' current response, there will also be long-term impacts from this upending situation.

As the virus spread and colleges sent their students online, I thought about how fortunate we are, as an industry, to be able to offer library access to a workforce that has been sent home. In her feature about building digital collections to support online learners, Lorette Weldon gives you practical advice for confronting such an unprecedented situation and for continuing to serve your community, even if now from a "social" distance.

While it seems as if all other things have come to a halt, 2020 remains not only an election year in the U.S., but also a census year, collecting data that will be used to draw political districts and fund libraries in the future. A librarian from the State Library of Ohio shares her knowledge of targeting the groups most likely to be uncounted this year, especially since citizens are encouraged (for the first time) to complete their surveys online—and not everyone has online access, except at their library.

Even as the world struggles to retain some sense of normalcy, we already know that there are those who want to influence our upcoming national elections. We saw what they did in 2016 with false information campaigns. Suzanne LaPierre shares 10 tips for encouraging news literacy.

The issue also contains articles on working with students to create oral histories and working with young people to teach critical skills with the help of robots, as well as conducting outreach with streaming media apps. If you aren't back to work by the time you read this, perhaps it's something you want to try with the kids.

I'm sorry to note that the Computers in Libraries 2020 conference (slated for early April) has been postponed. But in future issues, we will be highlighting papers that were scheduled to be presented.

Hang in there, and so shall we.

Dick Kaser, Executive Editor
kaser@infotoday.com

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The Voices of SJC:

Making Connections and Discovering Place With Oral Histories

The Voices of SJC is an oral history project curated by McEntegart Hall Library Archives in collaboration with the honors program at St. Joseph's College (SJC) in Brooklyn, N.Y. In 2015, Sister Susan Wilcox, C.S.J., then the director of campus ministries, approached the librarians at McEntegart Library with the idea of capturing the Sisters of St. Joseph's oral histories. The project was inaugurated in spring 2017 as a part of commemorative projects to celebrate the centennial of the college's founding in 1916.

Moderated by library faculty members (and co-authors) Mayumi Miyaoka and Lauren Kehoe, students engage with the college's archive (brooklyn.sjcny.libguides.com/archives) and conduct research to develop a deeper understanding of the history of SJC (sjcny.edu/about/history). After their research activities, students work collaboratively in teams to develop a set of questions to inform their approach to capturing the oral history. Initially, students were paired with a Sister of St. Joseph who had graduated from the college and had served in an academic or administrative capacity for many years. After a few semesters, the interviews grew to include former administrators,

> *After a few semesters, the interviews grew to include former administrators, long-standing faculty, and alumni.*

Doing their interview research in McEntegart Hall Library Archives in fall 2017, from left to right, Sashoy Milton ('20), Valentina Velez Valencia ('20), and Hailey Scott ('21)

By Lauren Kehoe and Mayumi Miyaoka

long-standing faculty, and alumni. In addition to conducting research, developing interview questions, and working collaboratively, students discuss the theoretical implications of capturing histories orally and gain skills for conducting interviews.

In 2015's *Doing Oral History*, author Donald Ritchie explains, "Oral History collects memories and personal commentaries of historical significance through recorded interviews. An oral history interview generally consists of a well-prepared interviewer questioning an interviewee and recording their exchange in audio or video format. Recordings of the interview are transcribed, summarized, or indexed and then placed in a library or archives."

Over the course of the semester, students are invited into the archives to conduct research on the college's history and on their assigned interviewee, using the primary source collections in the archives and secondary sources like books and articles available through McEntegart Hall Library and the Brooklyn Public Library. Students work both independently and in small groups of three to five as interview teams to construct a set of questions based on their research. Each student is asked to come up with a set of questions on their own, and then they decide as a team which questions are included in the final interview.

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The research process and interview preparation take approximately 4–5 hours prior to the interview session, and an interview session usually runs for about 45–90 minutes. Throughout the process, library faculty moderators are working with the students to keep them on task and engaged with the project. After the interviews are complete, the librarians oversee the oral histories' preservation, archiving, transcribing, and publishing to the college website.

Preparing by Researching

The McEntegart Hall Library Archives was established in 2008 and is located in the Brooklyn campus library building. The students conduct research in the archives using the SJC publications and photographs from 1916 to the present that are available in the collection; these include the Brooklyn campus yearbooks (*Footprints*), newsletters—such as the *President's Reports* and *St. Joseph's College Magazines*—and SJC course catalogs. Students also consult newspaper article clippings about the college, dating from the early 20th century.

While most of these items have been digitized and are accessible online, the faculty moderators make sure that students primarily interact with the physical materials in the archives. Students have commented that they enjoy the visit to the archives. They've said they prefer going through print materials and feeling the paper, and they claim that by flipping through the materials, they come across things they did not expect to find.

For the initial archive visit, students are not given specific questions from the moderators and are encouraged to browse through the items they are interested in viewing. The archive is rather small, so students are able to easily engage with the materials in an intimate setting. Quite frequently, the *Footprints* yearbooks quickly stimulate their curiosity about their predecessors and social life in the early 20th century, as they find differences and things that have remained the same.

One of the public newsletters, *Two Forty Five*, published from 1963 to 1999, provided an overview of the major happenings at SJC. Findings from those newsletters led students to develop a hypothesis of the reasons for the pivotal changes that happened on campus. For example, upon learning that SJC became coed in 1969, students became curious about why this change was put in place and what kinds of internal and external factors existed on campus—and in the world—to bring it about. After further research, students discovered that there were several contributing factors, such as the establishment of the City University of New York (CUNY) system in 1961 and that a neighboring, all-male academic institution—St. Francis College—went coed in 1969. This created competition among higher education institutions in the metropolitan New York area. To understand SJC's history contextually, students need to also explore what was happening in the world at large.

After completing their initial research, librarian mentors provide student teams with brief biographies on their assigned interviewees, but they're encouraged to conduct further research to learn more about the interviewee. Based on the bio and the institutional history, each student constructs their interview questions for their assigned interviewees, and then their team decides which set of questions to ask. Moderators emphasize to the students that when constructing their questions, they should ensure contextualization and plan to pose them in a way that demonstrates their research.

Conducting the Interviews

In the first round of interviews, Sister Mary Florence Burns, who is from the class of 1946 and a long-standing member of the SJC faculty and administration, shared her insights about her college life in the 1940s, as well as her experiences teaching and serving as an administrator at SJC.

Interview Excerpt

Susan Reyes (class of 2019): "How do you feel about the diminishing number of nuns at St. Joseph's College?"

Sister Mary Florence Burns: "New York state tended to be anti-Catholic. I don't think it really is now; we are much too diverse. But it was anti-Catholic in its origins and in its attitudes. And while the graduates of the academy of St. Joseph in Brentwood were welcome—were academically qualified to go to Barnard College—they were not welcomed socially. And so, the sisters decided that they needed to establish a college that would welcome the graduates of their academies. And so, St. Joseph's College was put in place—was developed with full support from the congregation, both financially and in terms of personnel."

The excerpt above offers some context for SJC's origin story. It is an important part of the college's history and provided interesting insight at a time when we were celebrating the 100th anniversary of the its founding.

For later interviews, the office of alumni relations and the office of institutional advancement assisted in connecting the moderators with alumni who might be interested in participating in the project, such as Mary Goodwin-Oquendo, class of 2006.

Interview Excerpt

Anesa Hanif (class of 2023): "What would your advice be for women who may face discrimination at job?"

Mary Goodwin-Oquendo: "As an attorney, I face age discrimination; you walk into a room and you are the youngest person there, people are so dismissive of you. I face gender discrimination. … I face race

Capturing Oral Histories Breathes Life Into the Past

"After completing the interview with Sister Mary Florence, I realized this oral history project is just one piece in the puzzle that will help future generations better understand and connect with not only hardcore facts but personal stories, mementos, and experiences of past generations and how they can be related to today's societies."

—Madison Acosta ('21), in an excerpt from a spring 2018 project reflection paper

From left to right, co-authors Mayumi Miyaoka and Lauren Kehoe, Amarfi Collado ('20), Sister Mary Florence Burns, and Susan Reyes ('19) in spring 2017

discrimination. … One example is I remember walking into the federal courthouse, downtown Brooklyn. I'm walking through with my colleagues, who are all older and white and a combination of men and women. When you are an attorney, you don't have to check your phone. So I'm going through with them, and they go through and they stop me, 'You know you cannot bring your phone with you.' [laughter] … You can get mad about it, but it's better to prepare yourself and to call them out on it in an effective way. If you face discrimination at work regardless of where you are working and regardless of what the discrimination is—whether it's on your religion, or your age, gender, national origin, and sex, and so on—keep a journal of what happened and file a complaint with EEOC [Equal Employment Opportunity Commission] as soon as possible so that you are able to preserve your rights."

The account shared by Goodwin-Oquendo astonished the students, and it was a powerful reminder to them to be aware of these challenges as they prepare for their professional endeavors after graduation.

Project Goals and Objectives

The main goals for the Voices of SJC oral history project are to make sure that it is student-led and academically meaningful. Its objectives were constructed based on the Guidelines for Primary Source Literacy (archivists.org/standards/guidelines-for-primary-source-literacy), published by a joint task force of ACRL's Rare Books and

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Manuscripts Section and the Society of American Archivists Council. The focus is on two main areas: connected learning and creative placemaking.

With regard to connected learning, the objectives are to create opportunities for students to contribute to the scholarly conversation; participate in a "peer-supported learning experience" through creative processes; engage in in-person discourse to fill a gap in written history; and build competencies in research, critical thinking, communication, group work, problem-solving, and interviewing techniques.

As for creative placemaking, the objectives are that students engage in public discourse, discover "authentic sense of place" and a feeling of belonging to the community, foster "curiosity about the past and appreciation for historical sources and actors," and contribute to the historical record of their college community.

Technical Requirements

Conducting the interviews requires basic computer-literacy skills as well as minimal technical, human, and physical resources.

Setup Requirements

- A handheld audio recorder (H4n Pro)
- SD cards
- A small, quiet room
- A camera for still photos
  (nice to have, but not required)
- One or two project moderators

After the interviews are completed, recordings are saved as .wav files. The audio and image files, if taken, are uploaded to the Internet Archive (archive.org/search.php?query=creator%3A%22St.+Joseph%27s+College%2C+New+York%22&and%5B%5D=mediatype%3A%22audio%22), so that they are available on the web. The Internet Archive is a free platform, and you can create your own collection page and upload audio, video, or photographs. It is a great alternative if your institution does not have a repository or CMS. The recordings, transcripts, and photos are also made available on the library's libguides page (brooklyn.sjcny.libguides.com/VoicesofSJC) for ease of access and content management. The best preservation practice is to have two copies of the files saved in at least two different locations, which could be in local server space or cloud storage space.

Challenges and Tips

If you would like to emulate our work—and we encourage you to give it a try—here are a few challenges our moderators observed that you will want to minimize. Scheduling can be difficult, so get started as early as possible on securing dates, locations, and other logistics. Unexpected technology challenges cannot be avoided when equipment is involved in carrying out the project. However, they can be reduced through preparation and testing ahead of time and having

a plan B. Availability of resources—both physical and personal—should be taken into consideration when deciding on the scale and scope of the project. Additionally, sustainability is a key to the project's continuation. Are resources available for you to sustain it? Also, ethical and privacy concerns are at the core of our project. We advise you to have a thorough consent release agreement form in place prior to launching your initiative. Considering the personal nature of oral history interviews, it is important to keep the release agreement flexible and provide a takedown or editing policy that's open to the participants' discretion.

Conclusion

The Voices of SJC was a consistently popular academic concentration, and there were several students who participated more than once. As of spring 2019, the project is offered as a one-credit seminar course for honors students, and the individuals interviewed include faculty members and alumni, in addition to the Sisters of St. Joseph.

Students have overwhelmingly responded in favor of participating in this project. It has made a lasting and meaningful impact on their time at SJC, and they have also contributed to its history. Despite some challenges, the project is achievable with preparation and commitment. Feel free to reach out to the moderators for additional information: tinyurl.com/VoicesofSJC.

Note: This article is based on a presentation at ALA's 2020 Midwinter Meeting in Philadelphia on Jan. 26, 2020.

A Brief History of St. Joseph's College

St. Joseph's College (SJC) in New York is a small liberal arts college established by the Sisters of St. Joseph in 1916 with 12 female students enrolled in the Clinton Hill district of Brooklyn. SJC is an institution based on Catholic tradition and originally served an all-women college. SJC is known for offering one of the oldest and most reputable child study programs on the East Coast, which was founded in 1934. The college became coed in 1969 and expanded to Long Island in 1978.

Lauren Kehoe is the undergraduate instruction and outreach librarian at New York University (NYU), where she works with partners throughout NYU and New York City to provide unique and diverse library services to undergraduates. Additionally, Kehoe works with the students to introduce them to the innumerable ways the library can support their work. Previously, she was the associate director of McEntegart Library at St. Joseph's College in Brooklyn, where she worked for 9 years.

Mayumi Miyaoka (pronounced my-you-me) was born and raised in Japan. She is a librarian and archivist at St. Joseph's College in Brooklyn. Miyaoka received an M.A. in library and information science from San Jose State University and a librarian certificate from Meiji University in Tokyo in 2010.

by **marshall breeding**

The Systems Librarian

▸ Independent Consultant and Founder of Library Technology Guides

A Global Crisis May Reshape Library Services

FORTUNATELY, LIBRARIES ARE GENERALLY WELL-POSITIONED TO CONTINUE TO FULFILL THEIR CORE MISSION EVEN WHEN THEIR PHYSICAL FACILITIES ARE CLOSED.

The worldwide calamity caused by the COVID-19 pandemic has disrupted society beyond anything we might have imagined only months ago. It has likewise had a massive impact on libraries of all types. Libraries have implemented drastic measures to protect their workers and the general public, while still fulfilling their missions to serve their communities with reliable information and collection access to the greatest extent possible.

Closing Physical Facilities

Almost all libraries in the U.S. closed their physical facilities to the public as a result of voluntary or mandatory measures to enforce the social distancing needed to prevent further spread of the virus. During the process of building a resource on public library closures (librarytechnology.org/libraries/covid19), I observed many different patterns. Depending on geographic location and the varying hot spots of outbreaks, public libraries in the U.S. began announcing closures around March 13; by March 20, most of them had physically closed. But even as I write this column on March 22, some remain open, despite great concerns expressed by library workers.

The ability for a public library to close varies according to jurisdiction. Almost all public libraries are governed by local boards that are the final authority in such decisions. In states with governors who have issued orders for the closure of public facilities, libraries have generally complied. But in other states, such as Texas, where no statewide orders have (as of this writing) been issued, local public libraries remain open or not depending on their local city or county policies or at the discretion of their boards. Even in states with mandates for closures of most businesses and facilities, exceptions are made for those considered essential services. A few local authorities classify libraries as essential services that should remain physically open. Public libraries in the U.S. are inherently local institutions, effectively precluding a nationally coordinated response to a crisis such as this one. Even tracking their responses requires a massive effort.

Academic libraries have also seen an uneven response. The vast majority closed, although some remain open with limited service. The status of the library is tied to whether its parent institution has closed entirely, shifted in-person classes to online, or continued classes as usual. Lisa Janicke Hinchliffe and Christine Wolff-Eisenberg are conducting an ongoing study of academic library responses to the crisis with a live dashboard reporting results (tinyurl.com/covidlibrary).

The question of whether or not libraries should remain open during such a public health crisis has proven to be complex and multilayered. Libraries provide essential services that are highly valued by their communities. But the in-person provision of these services cannot necessarily be accomplished while adhering to the mandates related to preventing further transmission of the virus. In many cases, the authority to make decisions to close resides not in the library, but in the institution it serves, civil authorities, or local community boards. Although, in broad terms, stakeholders have responded quickly to close libraries, there have been some exceptions.

Rapid Pivot to All-Digital Services

Fortunately, libraries are generally well-positioned to continue to fulfill their core mission even when their physical facilities are closed. The delivery of digital content and virtual services has been well-established in almost all types of libraries. Academic libraries have the advantage in the pivot to all-digital services due to the already high proportions of electronic materials in their collections. Fulfillment of requests for physical materials may fall within the capacity of campus delivery services or via alternative fulfillment options.

The key challenge for academic libraries lies in supporting instructors as classes make an abrupt shift from an on-campus setting to online teaching. Classes that previously relied on materials provided through library's reserves collections for short-term loans may need to be delivered electronically. Library responses might include expedited acquisition of electronic resources or in-library digitization. The transition to online learning in institutions that are traditionally oriented to face-to-face teaching may need to accelerate activities already underway for ever higher proportions of electronic and digital collections. Research consultations with students and faculty members will likewise shift to chat or videoconferencing.

Public libraries face a more difficult situation. Most public libraries in the U.S. offer ebook lending services, although these typically represent only about 5% of circulation volume. Because of the limitations on the number of simultaneous uses for each ebook and the breadth of titles available for lending through any given public library, ebook lending services are not able to replace the circulation of print materials. Other services that public libraries offer through their physical facilities will likewise go unfulfilled, such as access to public computers, meeting rooms, collaborative study spaces, and in-person reference questions and other consultations.

> THE CREATIVE EFFORTS BORN FROM THE NECESSITY OF REACTING TO THE PANDEMIC MAY HAVE A LASTING IMPACT.

A number of measures are being taken to mitigate the loss of services when libraries have to close. These include the cessation of fines that would otherwise accumulate, the extension of due dates, and other policies that might reduce the inconvenience to library patrons. Ebook lending providers, publishers, and libraries are working to soften some of the limits on ebook lending options. While such measures will be appreciated, they nonetheless cannot replace the core services that public libraries provide via their physical facilities.

Librarians Working From Home

Library closures caused many to institute flexibility in working from home. Especially in jurisdictions that have enacted stay-at-home orders, working from home serves as a lifeline for ongoing employment. All types of businesses and organizations are facing the logistical, societal, and technical issues involved. For libraries, the need to work from home challenges many previous assumptions and policies of what activities need to be done in the library and what can be done remotely—or even whether remote work is allowed at all. Libraries all over are now identifying tasks and projects that can be done by an all-remote workforce until the crisis subsides and previous work arrangements can resume.

An abrupt shift to working from home raises many technology issues. Providers of internet connectivity are seeing a large-scale increase in residential consumption of bandwidth. Fortunately, the rise of streaming media services has already driven a shift to high-speed internet service, so the additional traffic related to working from home is usually a manageable increment. Shifting to work-from-home arrangements will add to the burden to those who provide technical support in libraries. This change will inevitably mean more effort in supporting VPN connections, issues with remote authentication to resources needed for staff members, supplying equipment, and other tasks.

Working from home necessitates increased use of collaborative communications tools in support of in-person interactions as well as departmental or committee meetings. Videoconferencing environments (such as Zoom, WebEx, Skype, or Microsoft Teams) will become routine infrastructure for online instruction and teaching. The quick adoption of online learning seen in many universities put an enormous strain on the infrastructure of these videoconferencing providers that have had to meet an extraordinary increase in demand with very little warning.

Resetting Ongoing Expectations

The creative efforts born from the necessity of reacting to the pandemic may have a lasting impact. When the crisis subsides, I anticipate that libraries will work to strengthen their ability to respond to other scenarios that may play out in the future. Some of the areas of concern might include the following:

Coordinated crisis planning— Despite the decentralized governance of libraries among diverse institutions and government agencies, can libraries develop a set of best practices or other recommendations to strengthen their positions in a future crisis?

Planning scenarios for continuity of service—Libraries are fortunate in their ability to provide their

services both digitally and physically. This crisis accelerated the development of digital capacity when physical facilities were not available. Libraries should also be prepared for the converse scenario. There may be events of widespread technology infrastructure failures that require increased reliance on physical fulfillment of services.

Making adjustments to the workforce—Some libraries may opt to liberalize work-from-home policies permanently, giving employees more flexibility and to ease the impact of daily commutes to the workplace.

Accelerating digitization projects—While comprehensive digitization of library resources remains an elusive goal, projects to provide additional access to collection resources will not only deliver immediate benefits, but they will

also help a library strengthen its ability to respond to future crisis events.

Strengthening technical infrastructure—The current crisis serves as a reminder to review and test all disaster prevention and recovery processes. In this case, facilities were simply closed for public use. But other scenarios might involve infrastructure failures that require data and systems to be restored from off-site backup replicas.

Libraries exist in a hybrid reality, spanning physical and digital content and services. I expect libraries to be involved with physical materials and in-person services indefinitely. However, the proportions have been shifting for a long time, although at a different pace among each type of library. The hard work to enhance digital services to accommodate the closure of physical facili-

ties brought on by the current crisis will have a lasting impact. It will be hard to withdraw new digital services, such as expanded licensing of ebooks in public libraries and selective removal of restrictions to scholarly research. Going forward, the new reality of libraries is likely a new balance of digital and physical collections and services. ■

Marshall Breeding is an independent consultant, writer, and frequent library conference speaker and is the founder of Library Technology Guides (librarytechnology .org). His email address is marshall .breeding@librarytechnology.org.

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Future-Ready Libraries	**24/7 Libraries**	**Engaged Libraries**
What is your library doing to help integrate technology with learning, promote the advancement of digital literacy and research skills, to facilitate lifelong learning, build a robust IT infrastructure, and develop digital collections?	How are you using your website to reach users everywhere, anytime? What have you done to improve the user experience online and make sure your digital collections are not only accessible but usable? What are you doing to improve discovery, engage users, and provide support?	How are you using social media to engage with your community? How you have you improved user engagement on your website?

To see the complete lineup of topics for this year, consult the website and submit your query online.

infotoday.com/cilmag

by
jessamyn west

Practical Technology

Working From Home?
Try Connecting With Twitch!

WHILE TWITCH IS MOSTLY KNOWN FOR GAMING, IT HAS MANY USEFUL APPLICATIONS FOR PROVIDING LIVE-STREAMING CONTENT OVER THE INTERNET. …

I've been working from home, as many of us are. At the time of this writing, I've been learning how to use Twitch. Sometimes, I write about what I know. Other times, I'm figuring out how to use some new tech and think, "Hey, this could be a great tool for librarians." I then decide to share it with my readers, possibly before I know everything there is to know about it. This time, it's about a tool that many working-from-home librarians and educators could be using to interact with people from a distance and to do their librarian-ing in a safe, but interactive, way.

Gamers are already very familiar with the Twitch streaming platform. I've known it as "the thing that lets you watch people play video games" and was never sure why it was so popular. But it has 15 million active users and tens of thousands of partner channels. While Twitch is mostly known for gaming, it has many useful applications for providing live-streaming content over the internet that is more than just a talking head or screen share. Twitch is also embedded in many game consoles, so is available to people who may not own computers.

The general setup is very straightforward. It's just a video stream set in a frame, which can easily include a picture-in-picture or other static content, a comment box, and some panels for light personalization. People who are good at programming can add extra features into their channels, but it's not necessary. There's an entire economy built into the platform. One can purchase or earn bits—the on-site currency—and channels can decide whether to augment this with currency-like offerings of their own. That currency can be used for various online purchases (tipping creators, avatars, and so on); very popular channels have turned it into actual money.

For Users and Viewers

As I have been exploring, I've interacted with a few channels that I've gone back to several times:

• **Music—**A friend playing music in his basement studio. This is a scheduled event that many of us attend at once. We can chat in the sidebar while my friend mixes cool beats.

• **Kittens—**Born a week ago, they look different every day. This channel streams most of the time but doesn't have a lot of interaction.

• **Trivia—**With bar trivia becoming impractical, many trivia programs have moved online. I played several hours of quality trivia against 120 other people. Our interaction included scoring, with players earning bonus points that can be used for in-channel rewards.

*The calming presence of live-streamed kittens*

None of these channels are highly educational, but each provides a more interactive experience than just watching someone else play a video game. I've listened to people play the accordion. I've tuned in while someone was teaching math. I've filtered out stuff that wasn't interesting to me. What I enjoyed most, especially with online pub trivia, was the feeling of being in a crowd again and sharing an experience with people, more than could usefully fit into a Zoom chat.

For Content Creators

There's not a lot of educational content on Twitch, and it doesn't have many high-profile educator channels. NASA has a channel. Individual teachers have channels, which they seem to supplement with other platforms (such as Slack or a school's CMS).

Many options exist for streaming software.
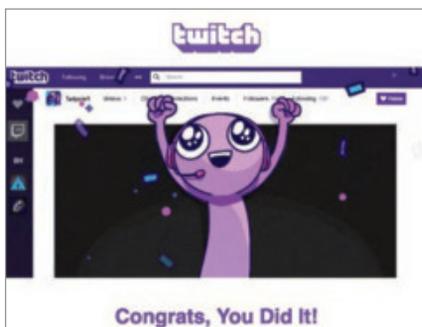
Twitch's onboarding is very supportive and friendly.

A lot of Twitch is geared toward keeping viewers involved. There is an elaborate system of badges for learning the ropes, and there are notification systems to let you know when your favorite channels go live. As a content creator who does not need to build an audience, you can skip a lot of these extras for the time being.

Live streaming is a little different than recording a YouTube video to be played back later. You need a computer that is capable of handling the load—my 8-year-old Mac was using about 25% of its CPU when I tried it, but worked fine—and software. The software options are straightforward and well-documented on the Twitch help site. While Twitch has an in-house streaming tool for Windows users, I was able to download and install OBS for my Mac without much difficulty.

Stepping through the instructions on the website, which included resolving one wrinkle to make sure the sound was right, I got my first stream going on my second try. I read a story I'd enjoyed in the past—my head in a small box, a large book cover, and a background image. I'd done a similar thing on YouTube about a decade ago, but the big difference here was that I was doing it on my own channel, where, presumably, my followers would know I was online at the time and could interact with me in real time, rather than just leave comments, as on YouTube. I have to be honest: I was surprised it wasn't more difficult. Streamed videos can also be stored so that people can replay them, including the chat stream. It's not the story hour we might like to be doing, but it's an option for live interaction with people during a time when we are housebound.

Considerations

Twitch interactions are probably best aimed at people who are already Twitch-aware—that is, gamers and younger people. The things that were most surprising to me were just how busy it is and what the expectations are. People who are watching content there also expect to be able to interact with the content creator and each other. The pace can be rapid. Conversely, some channels are just a pleasing live stream of two very languid turtles.

The benefit of using the platform is that it's just a link to click. There's no software to install, and it's free. Twitch is owned by Amazon, which used to have Twitch perks for Prime members, but they're being phased out.

For those who may be concerned about reading copyrighted material online—as I did in my storytelling channel—review the Public Statement of Library Copyright Specialists: Fair Use & Emergency Remote Teaching & Research (see sidebar above), which is written by lawyers and librarians, mainly for academic educators, but it can apply to librarians as well. Twitch has YouTube-like takedown algorithms if it thinks you're using copyrighted music, but I haven't seen or heard of the same things applying to books or other content read out loud.

We're all learning new things and new ways to interact with each other and will find new ways to engage and interact with our patrons, students, and even friends and family. Twitch is one of the options worth knowing about, even if it's not really made for the work we usually do. ∎

Jessamyn West has been wfh since she did it with a modem. Subscribe to her newsletter at tinyletter.com/jessamyn.

Coming to Our Census:

Targeting Undercounted Communities With GIS Mapping Tools

Households are urged to complete the 2020 census survey online.
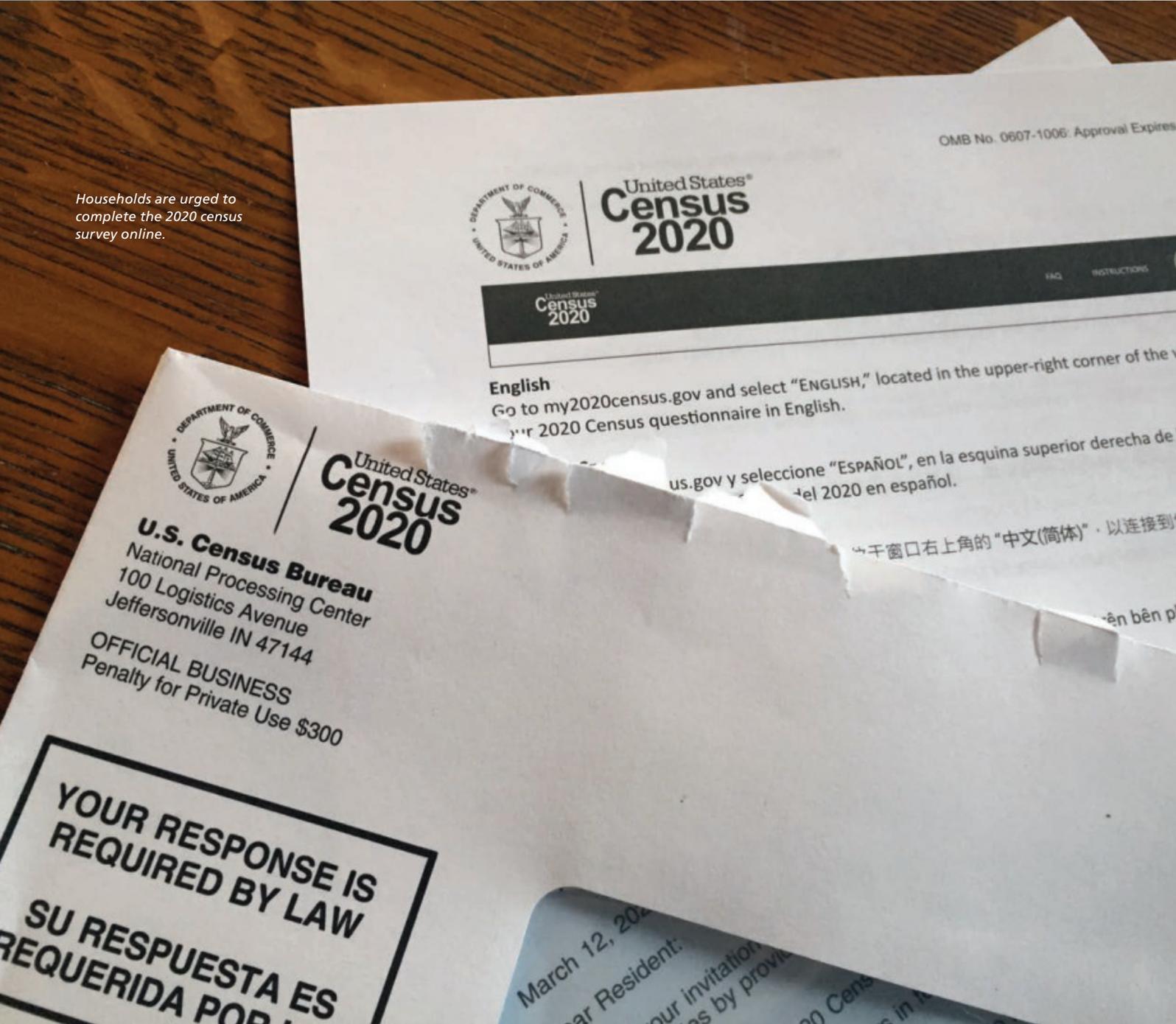
WITH THIS INFORMATION, THE STATE LIBRARY OF OHIO IS DEVELOPING A NUMBER OF WAYS TO SUPPORT OHIO'S PUBLIC LIBRARIES IN BEING ADVOCATES FOR THE CENSUS AND EXPANDING SERVICES TO THE AREAS IN THE STATE WITH LIMITED INTERNET CONNECTIVITY.

By Kirstin Krumsee

Libraries are uniquely positioned to be a partner in the 2020 census. For the first time in U.S. history, the internet will be the primary method the federal government will use to collect data from households. But not everyone has internet access, and that's where libraries can help. This article describes how the State Library of Ohio has used data to target library efforts in regions where the data indicate that the counts are most likely to be low.

Why the Count Matters to You and Your Community

The decennial census has been a part of our country since its founding. It serves a number of roles in our governance and enables us to better understand who we are and where we live. The census is used to distribute seats in the U.S. House of Representatives, and it is the basis for the Electoral College that is used to elect the president. It is also about redistricting. After each census, state officials use the results to redraw the boundaries of their congressional and state legislative districts, adapting to population shifts. Census data is also used to distribute about $675 billion in federal funds, grants, and support to states, counties, and communities. In addition, it is used to divvy up federal dollars for programs such as Head Start, Medicare, and the Supplemental Nutrition Assistance Program (SNAP). The numbers are also used to provide funding to libraries.

IMLS' Grants to States program uses census population data to distribute more than $150 million to state library administrative agencies each year. In Ohio, these funds go to many statewide resources, such as the Ohio Library for the Blind and Physically Disabled and the Summer Library Program. Some dollars are also made available to individual libraries through subgrants. In 2019, more than $2 million in grant funds were awarded to Ohio's libraries for such projects as establishing STEM labs in schools, developing collections, and providing technology trainers in rural libraries. In Ohio, as in many other states in the nation, state

funding is also made available to libraries based on an accurate population count. In short, a precise count of people where they are brings funding directly to communities and the libraries that serve them. Libraries can be strong partners in ensuring that accurate count.

How Data Helped Us Zero In On Trouble Spots in Ohio

In an effort to support Ohio's 251 public library systems in being census partners, the State Library of Ohio developed several maps using publicly available data from the U.S. Census Bureau and IMLS to identify areas that may benefit from additional resources. We used ArcGIS and the Census Bureau's TIGER/Line Files and Shapefiles as part of the analyses.

When identifying hard-to-count areas, the Census Bureau has historically focused on places with a low mailing-return rate (see the infographic on page 16, left-hand map). In Ohio, the hard-to-count areas (denoted in red) are particularly clustered in cities. Research from the Census Bureau shows that groups least likely to be counted include children, the homeless, those at lower income levels, those at lower educational levels, non-English speakers, undocumented immigrants, and racial/ethnic minorities.

The first map we assembled, a census tract level map of Ohio's hard-to-count areas, largely echoed what the Census Bureau found across the country. The places with the lowest responses were in the major metropolitan areas in Ohio. However, the upcoming census offers an additional set of challenges. The vast majority of Ohioans will no longer be mailing in their responses. According to HTC 2020 (censushardtocountmaps2020.us), 75.8% of Ohioans will be receiving Internet First mailings (no paper questionnaire), and 23.4% will receive Internet Choice mailings (internet instructions alongside a paper questionnaire).

To better understand the challenges of the 99% of Ohioans who will be able to complete the census online, we opted to look at the same census tract
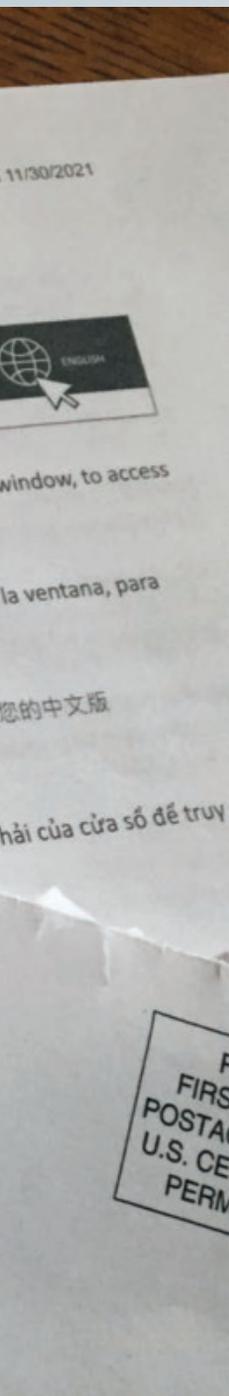
Photo by Dick Kaser

▶

map, by plotting the population with and without direct internet connectivity (see the infographic, middle map). We also made a point of looking at the census data for populations without cellular data access, as it is possible this year for households to complete the census on a smartphone via a cellular data connection.

While there are still significant portions of the large metropolitan areas of Ohio where more than 30% of people do not have internet connectivity, it was noteworthy how many more households in rural parts of the state do not have internet connectivity. In cities, there are more places people can go to gain access to the internet, but that is not often the case in rural areas.

The final map we assembled (see the infographic, right-hand map) plotted the locations of all of Ohio's public libraries on top of the map with data for populations without the internet by census tract. We also drew a 5-mile circular buffer around each of the library locations to give an approximate distance that would be reasonable to travel to get to the library. This is a rough estimate as frequently, in the more rural portions of the state, a 5-mile trip as the crow flies may be significantly farther by road.

We opted to plot the public library locations, as all of Ohio's public library systems provide high-speed internet connectivity through the Ohio Public Library Information Network. Additionally, all of the library branches offer some form of internet access. In many cases, the library may be the most reliable, if not only, source of free internet in a region.

As anticipated, the portions of the state with the largest areas more than 5 miles from a public library location were clustered around the southeastern part of the state, particularly the Appalachian region. While there are libraries that serve these parts of the state, they tend to be significantly more spread out than in the more urban areas in Ohio. With this information, the State Library of Ohio is developing a number of ways to support Ohio's public libraries in being advocates for the census and expanding services to the areas in the state with limited internet connectivity.
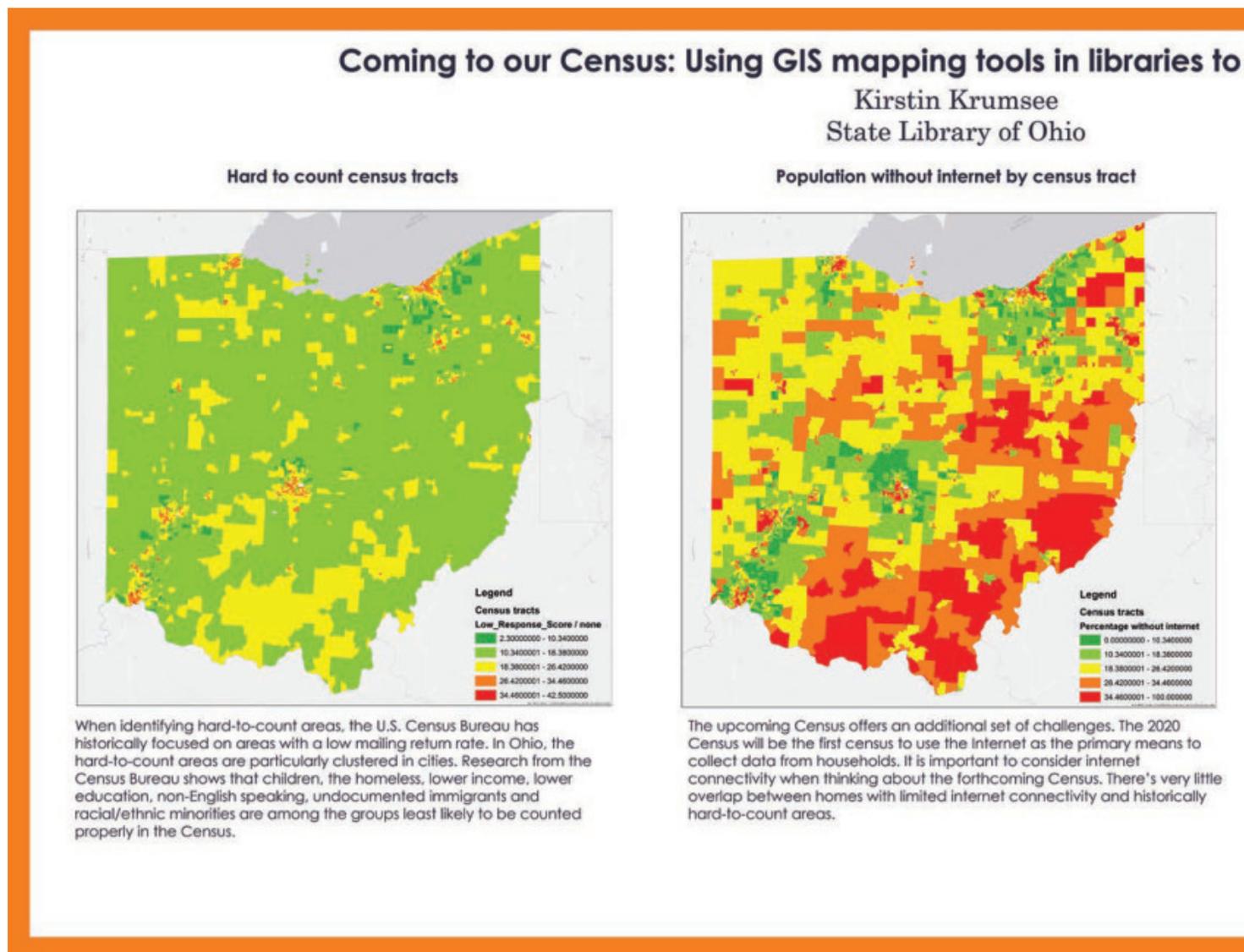
Infographic: how the State Library of Ohio used data to develop an action plan

Helping Libraries Help the Underrepresented Get Counted

In fall 2019, the State Library of Ohio put out a call for members of the newly created Ohio Library 2020 Census Committee. Believed to be the first committee of its kind, its objectives are to assist the State Library of Ohio in disseminating up-to-date information about the census to library staffers all over the state. Committee members will help create and/or update content on the State Library of Ohio's census resource page.

The State Library of Ohio sought members who would connect with their colleagues and professional networks to communicate important updates and resources related to the 2020 census. We looked for front-line and administrative library staffers in academic, school, public, and special libraries, representing the four quadrants of the state, as well as central Ohio.
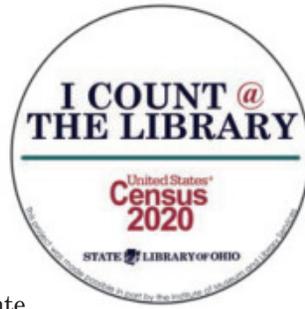
At the time of this writing, the Ohio Library 2020 Census Committee has 24 members representing public, academic, and special libraries across the state. The committee members are compiling resources for the State Library of Ohio's census webpage and are developing talking points to help library staffers throughout Ohio advocate for the census and encourage their patrons to complete the census at their library.

One of the most fruitful ideas that has come out of the Ohio Library 2020 Census Committee has been to create marketing materials promoting libraries as great locations to complete the census. Ohio has a number of large, well-funded metropolitan libraries with marketing staffers and the ability to produce posters, bookmarks, and other promotional materials. However, the vast majority of the libraries in the areas that are more than 5 miles from a public library and have very limited internet connectivity do not.

Using federal funds received through the Library Services and Technology Act (LSTA), the State Library of Ohio is designing posters that can be displayed in libraries and throughout communities across the state to emphasize that libraries are a place to go to complete the 2020 census. We are also producing stickers that read "I count @ the library." We'll be distributing them to libraries throughout the state. Our hope is that people will see the census stickers, in a similar vein as they see an "I voted" sticker, and remember it's time to complete their household census form as well.

A project that is still in development for the State Library of Ohio—and is relying heavily on the map showing census tracts with limited internet connectivity and proximity to libraries—is to expand access to areas with particularly limited internet connectivity. As the Appalachian region is by far the largest region with limited internet connectivity in the state—and in many cases residents have the greatest distance to travel to get to their local library—we are working to help libraries in that area bring the internet to the people.

We are currently exploring offering iPads to libraries in that same region. These devices can be used either through a cellular network or a wireless hotspot to connect to the internet anywhere in the state. Public libraries in these areas can host community events, bring the devices with them when delivering materials to homebound patrons, and make the iPads available for residents to use to complete their 2020 census.

It is our hope that by using the GIS mapping tools and learning more about the needs of people in the state, we have helped Ohioans be able to complete the census in their homes or through their local library to ensure a reliable count.

help get out the count

Population without internet by census tract and proximity to Ohio public libraries

Legend
- Ohio Public Library Locations
- Five mile buffer

Census tracts
Percentage without internet
- 0.0000000 - 10.3400000
- 10.3400001 - 18.3800000
- 18.3800001 - 26.4200000
- 26.4200001 - 34.4600000
- 34.4600001 - 100.000000

Public libraries are uniquely suited to help address the issue of providing internet access to citizens all across the state and particularly to areas with limited internet connectivity. This map shows the same census tracts with low internet connectivity, but also includes the location of Ohio public libraries within five miles. Many areas with limited internet connectivity are close to public libraries, but many are not. The State Library of Ohio is exploring ways to provide grant funding to libraries in these areas to expand internet access and ensure every Ohioan is counted.

STATE LIBRARY OF OHIO

Kirstin Krumsee

(kkrumsee@library.ohio.gov) is the library consultant for data and research at the State Library of Ohio. She leads data collection and distribution initiatives for the State Library to demonstrate library value to communities, organizations, and government agencies.

Photo by Z Print
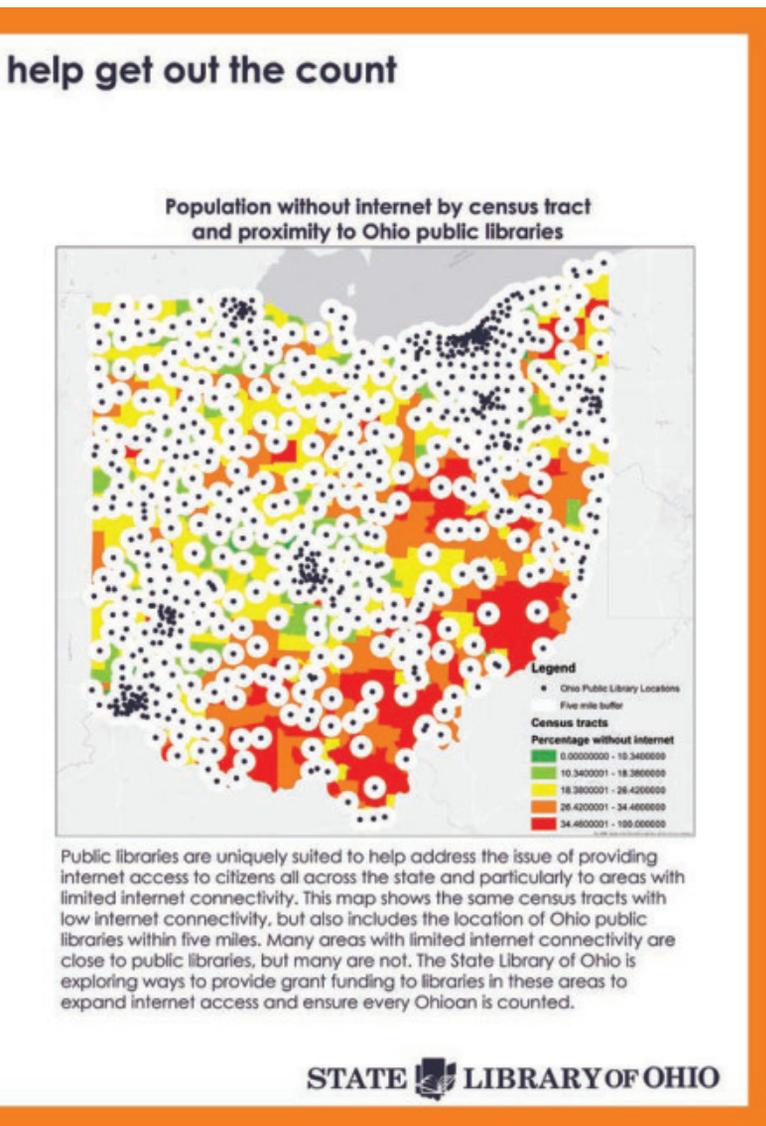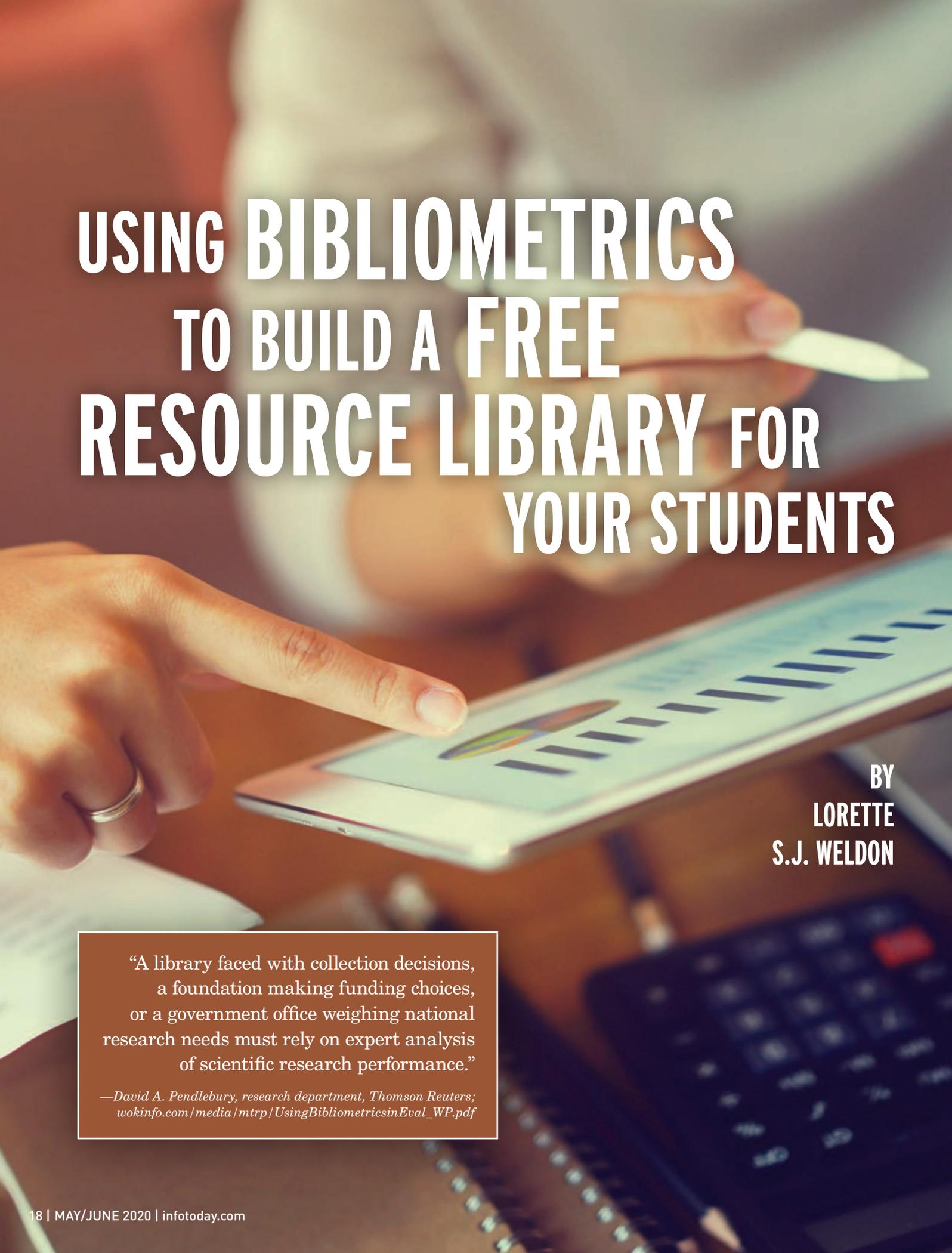
USING BIBLIOMETRICS TO BUILD A FREE RESOURCE LIBRARY FOR YOUR STUDENTS

BY
LORETTE
S.J. WELDON

"A library faced with collection decisions, a foundation making funding choices, or a government office weighing national research needs must rely on expert analysis of scientific research performance."

—David A. Pendlebury, research department, Thomson Reuters; wokinfo.com/media/mtrp/UsingBibliometricsinEval_WP.pdf

How much research is conducted? What is its impact? How many of an author's articles are published in first-class journals? Is that number of publications increasing or decreasing? In the past, bibliometrics has been used to answer such questions and help universities, government agencies, research labs, and company boards decide what research should be supported. Bibliometrics also provides solid, objective information to assist in making curriculum decisions and building course-specific library collections to support distance learners. Let me use the online course I teach on information science as the proof. In three steps, I will show you how to do it too.

Step 1: Design Your Library Collection

To build a digital library collection, it takes a platform. I used EndNote Web (the free version is now called EndNote Basic), produced by Clarivate Analytics. (It was originally an offering from Thomson Reuters and is still incorporated in its Web of Science platform, which your university may already subscribe to.) Developed to help scholars and students assemble bibliographies and properly format and collect citations, it can also function as a repository, supporting users in building personal and sharable libraries. The software allows users to create subject folders of article bibliographies that are gathered from various sources. As such, I realized it could also serve as the perfect means for me to build and share with my online students a library of materials related to the topics in my course.

1 Design the Library through EndNote Web

2. Fill the collection with suggestions from Google Scholar

3. Weed the Collection through Google Scholar and Scholarometer

Online Classroom Library for Students to use
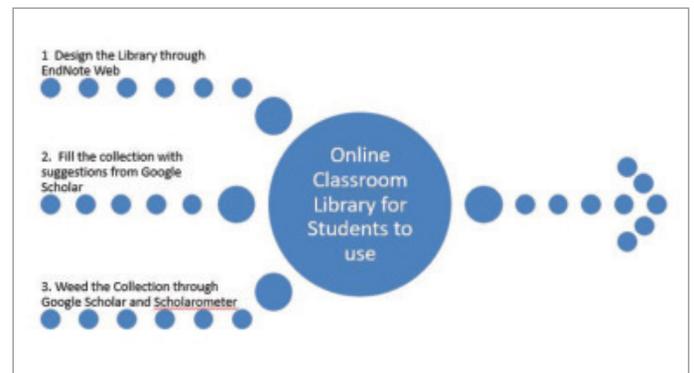
The three steps to create an online classroom library, for free

I searched PubMed, Google Scholar, and the Library of Congress (LC) collections to select materials for my students to read and discuss as part of their introduction to IT. In this process, I looked for a variety of materials that also met my course objectives. I wanted my students to learn how to identify ethical, security, and privacy considerations related to using IT and conducting data and information analysis. So I included materials to help them with that assignment.
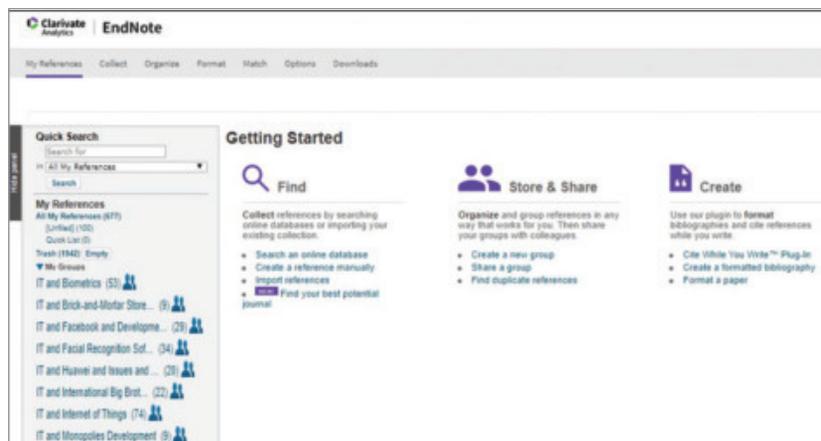
EndNote Web served as the location of my online classroom library.

The Collect tab facilitates reference retrieval with bibliographic links.

EndNote's online interface includes five tabs: My References, Collect, Organize, Format, and Options. You will use My References as the folders—or groups of references—for your classroom library. The Collect tab is where you will go to retrieve the references and put them into their respective subject folders. The Organize tab allows you to manage the folders. Use the Format tab to download information from the folders, and the Options tab to manage your account.

A Note About EndNote

The EndNote application is offered in a variety of versions. Yes, there is a subscription version—which may confuse things—but I have used the free version (now called EndNote Basic) for two semesters without any download or payment required. My students create a free account at access.clarivate.com/login?app=endnote. EndNote Basic is only available online. It has some limitations, but it will deliver everything that I have outlined in this article. There is also a paid version that you could download, with a free 30-day trial. But you do not need it for this project. If readers belong to an institution that subscribes to EndNote (in one way or another), they should not create another account and should use the one defined by their institution. For a rundown of what you get with various versions, see the chart at endnote.com/product-details/basic.

I named my folders after the discussion topics in my course. You can name them whatever you want as long as each title represents the idea underlying the content that you are collecting in each folder. You are cataloging your collection here. Start building it by selecting a bibliographic database (I used PubMed for this example) to select materials and download complete bibliographic records with links to the documents.
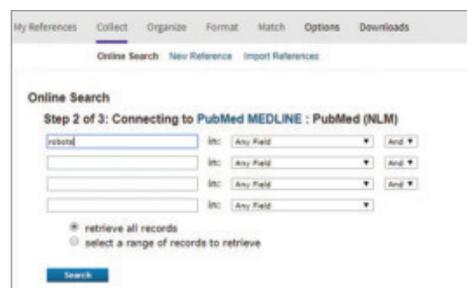
Step 2: Build Out Your Collection

I used three resources to build the library for my course: the research database PubMed (pubmed.ncbi.nlm.nih.gov), the LC Catalog (loc.gov/rr/main/inforeas/opac.html), and Google Scholar. Although I could well have filled my EndNote Web library with bibliographic information from PubMed and the LC, I turned to Google Scholar to round out the collection and address specific course needs. For example, I asked Google Scholar to look for articles related to "information technology" and "Facebook." It gave me more than 433,000 relevance-ranked results. For starters, I selected the first 20 with links and set up an alert to my Gmail account that will send me new recommendations every week.

Citations discovered in Google Scholar can be tagged for convenient export.
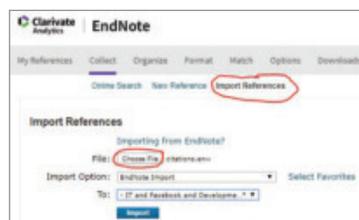
Uploading a citation file to EndNote Web

Google Scholar is a great tool for finding research information, but it also provides easy-to-use metrics to help you make selection decisions. Backed by a powerful search engine, it retrieves results from full-text scholarly journals. It also retrieves freely accessible electronic documents and will download one record at a time on your computer and then upload into the unfiled folder in order to distribute EndNote files into the topic folder of your choice.

Google Scholar also supports cataloging documents with tags or labels so they can be easily found when you want to export the record file to the classroom library in EndNote Web. Just click on Import to EndNote in the Google Scholar settings tab and then on the list of resources you want to import to your library. Save the file to your computer (it will be called citations.new, and it will likely be in your download folder). Open EndNote Web and use the collections tab to upload the file into your library.

The number of times an author's article has been cited is shown in Google Scholar results; click through to see where it has been cited.

Journal ranking also can help you select high-quality articles.
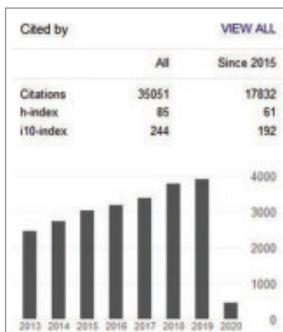
Author metrics include an h-index score.

Step 3: Focus and Weed Your Library Collection

In order to narrow, focus, and weed the collection, I used a variety of metrics, including classic citations counts (aka impact factor) and journal rankings. My primary sources for metrics were Google Scholar and Scholarometer, which is a browser extension developed at Indiana University and incorporated into Google Scholar. Based on crowdsourced information, Scholarometer relies on users creating author profiles in Google Scholar and tagging themselves and others with field-of-discipline tags. The social tagging results in a database that is used to compute scores such as average number of citations per paper in any given field and the average number of papers per author. This data enables the computation of so-called universal citation impact metrics, which include statistics—expressed as percentiles—that demonstrate not only how an author's work ranks across all disciplines but within his or her own field.

Citation counts (a standard metric that's long been used to assess an article's scholarly impact) show how many times a research paper has been cited by other researchers. The citation counts on Google Scholar are provided by Web of Science and Crossref. By looking at the highest number of citations, I was able to weed out sources with lower numbers. This assumes that citations equal academic impact, so to further verify that the source was worth including in the classroom library, I also looked at journal rankings and other metrics.

In searching for articles about Facebook and IT for my course, I noted the top recommendation from Google had 1,634 citations. I clicked on that number to drill down into the data, discovering co-authors and the specific publications in which it had been cited.

Journal rankings can be used to further assess an article's importance. On Google Scholar, journal ranking can be displayed for overall impact or impact for specific disciplines. In my case, I learned that the top article in my answer set had been published in a journal that ranked 84th in the top 100 publications overall.

Author metrics—which depend on authors creating profiles, as previously noted—helped me to finalize my selection. When I looked at the profile on Google Scholar for my top article's author (P.A. Kirschner), I saw that two of his subject areas may be of interest to my collection development. So I may come back and see what else he has written. Kirschner has an h-index of 85, which means that he has published at least 85 papers that have each been cited at least 85 times (mdanderson.libanswers.com/faq/26221). After looking at all of the metrics, I felt comfortable concluding that the paper by Kirschner was a high-quality resource that should be a part of the classroom library I was building for my students.

My work on this collection is continuous and ongoing. I hope you will learn enough from my experience to get going in building your own classroom library.

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Lorette S.J. Weldon (lorette.weldon@faculty.umuc.edu), Ed.D., M.L.S., B.S.I.F.S.M., B.A., is an adjunct full college professor at the University of Maryland Global Campus and an independent data librarian. She has more than 20 years of experience as a teacher, speaker, and librarian. Weldon is the author of many books and articles on a wide variety of educational topics (such as her latest book, *Making and Tinkering for STEM Projects With a Media Specialist*). Her blog is at librariansandlibrarymediaspecialists.blogspot.com.

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Noted & Quoted

▶ people • libraries • awards • promotions

Amber Watson has joined DCL as its sales director of publishing. In this position, she will support commercial publishers, libraries, museums, and other global content-focused organizations, tackling digital transformation challenges with DCL's AI and natural language processing services and solutions. Watson has an extensive background in the content services industry, having held leadership positions at Gartner, Aptara, and more. Her "expertise will bolster organizations who strive to innovate and create new digital products via streamlined workflows," according to Jeff Wood, chief revenue officer at DCL.

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ALA created a task force on the United Nations 2030 Sustainable Development Goals to work on a multiyear strategic plan in the coming year to ramp up library participation to achieve those goals. The task force will by chaired by ALA immediate past-president **Loida Garcia-Febo**; it was initiated by ALA president-elect **Julius C. Jefferson Jr.** Additional task force members are **Connie Champlain** (retired), **Tina Chan** (Massachusetts Institute of Technology), **Robin Kear** (University of Pittsburgh), **Erika Long** (Thurgood Marshall Middle School in Nashville, Tenn.), **Donna Scheeder** (IFLA past-president), **John Szabo** (Los Angeles Public Library), and **Evviva Weinraub** (University of Buffalo). An international member will complete the roster.

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Mary Ellen K. Davis, ACRL's executive director, retired, effective April 24, 2020. Davis has helmed ACRL since 2001, and she was the longest-serving executive director in the association's 75-plus years. Under her guidance, ACRL restructured division-level committees and communities of practice in order to offer more opportunities for member engagement internally and with the profession. Davis also worked on building and stabilizing ACRL's finances, ensuring its sustainability. **Kara Malenfant**, ACRL's senior strategist for special initiatives, is the interim executive director.

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The ALA Council has elected **Latrice Booker**, **Larry Neal**, and **Alexandra Rivera** to serve on ALA's executive board. The election occurred in January at ALA's Midwinter Meeting in Philadelphia. They will begin a 3-year term this July. Booker is the dean of library services at Indiana University–Northwest, has multiple degrees, and is currently pursuing an Ed.D. in instructional systems technology from Indiana University–Bloomington. Neal is the director of the Clinton-Macomb Public Library in Michigan and also holds several degrees; additionally, he has served in multiple leadership positions, both in ALA and PLA. Rivera is the student success and community engagement librarian at the University of Michigan Library. She holds two degrees, is an ALA Spectrum Scholar, and has held several distinctions. Currently, Rivera serves as a councilor at large for ALA, chair of the ALA Nominating Committee, and VP of the Joint Council of Librarians of Color (JCLC).

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Katrina Belton, a preservation specialist at the University of Washington Libraries in Seattle, will be awarded the Jan Merrill-Oldham Professional Development Grant. It is slated to be given at the ALA Annual Conference in June, set to take place in Chicago. The grant, from the Preservation and Reformatting Section of the Association for Library Collections & Technical Services (ALCTS), supports an early-career staff member's travel to the conference, and it is sponsored by BMI's Library Binding Council. It fosters professional development via participation on the national level. Belton's sponsors recognized her commitment to her work, noted her positive attitude, and praised her ability to collaborate with students and faculty members in a positive, constructive manner.

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The Crowley Co., a commercial imaging solutions business, is celebrating 40 years since its incorporation. As technology evolved, digitization became a prominent focus in records management and archival preservation. Today, the company manufactures and resells high-end scanners for microform and print media types. It also has a digitization services bureau for customers who wish to outsource digitization instead of buying equipment to do it in-house. Additionally, there is a support services division, offering technical support and training on the equipment sold.

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The Andrew W. Mellon Foundation elected **Jonathan Holloway** to its board of trustees. Holloway is currently

the provost and a professor at Northwestern University. He is the president-elect of Rutgers University and is slated to assume the presidency on July 1 of this year. Holloway has been at Northwestern since 2017, and he's responsible for educational policies and academic priorities, preparing the yearly budget, and appointing and promoting faculty.

• • • • •

The new COO of The Library Corp. (TLC) is **John Burns**. He joined TLC as a sales support associate in 2000; most recently, he was the SVP of sales and marketing. Burns will continue to lead sales and marketing strategies while overseeing TLC's day-to-day operations in its headquarters in West Virginia, along with its Colorado office.

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Michael Bouchet is the new CIO of Web.com. With more than 25 years' experience in IT and strategic leadership, he was previously SVP of cloud and infrastructure at One Call Care Management.

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Timothy Behrens, professor of computational neuroscience at the University of Oxford and University College London, is the new deputy editor of eLife. He was previously an eLife senior editor, and now he will work alongside other deputy editors and the editor-in-chief, helping to maintain eLife's organization standards for scientific excellence and develop policies and processes for ensuring fair, constructive, and effective peer review. ●

by
alison a.
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Words of Wisdom

'A public library is the
most democratic thing
in the world. What can
be found there has undone
dictators and tyrants. '

—*Doris Lessing*

News Desk

EBSCO Tops the Pack

EBSCO Information Services has been ranked number one, out of 46 ebook platforms, based on the 2020 ASPIRED-verified Accessibility Audit. It was given the first-ever perfect score. The audit is meant to recognize a company's commitment to the improvement of content and communication regarding accessibility statements, with the aim to provide full transparency to customers and end users. ASPIREDverified is the premier verification service in the publishing industry for accessibility statements; by scoring, reviewing, and promoting accessibility, it helps foster a transparent environment for content.

Thomson Reuters Offers New Tool

Thomson Reuters rolled out Legislative Insights, a new resource on Westlaw Edge that provides actionable data concerning proposed federal regulation. Westlaw users can take advantage of the thorough legislative content from Thomson Reuters, as well as technology from Skopos Labs, to provide counsel regarding proposed legislative changes that might impact a client, company, agency, or industry. Propelled by machine learning and natural language processing methodology via Skopos Labs, Legislative Insights employs 250-plus factors in order to assign a Probability of Enactment score to a bill. Furthermore, it generates a tag for relevant industries that would likely be affected if the bill passed. The algorithm takes multiple factors into account, along with external and political variables.

Follett Introduces Partner Program

With its new API Partner Program, Follett has made it easy for Destiny and Aspen users to implement time-saving and cost-saving integrations, streamlining data exchanges with their current vendors. The program will let Follett assist customers in extending and enhancing the capabilities of Destiny and Aspen solutions, making full use of Follett's open APIs. Benefits include technical support, test-server access, and marketing and sales opportunities.

DSpace Version 7.0 Beta 1 Is Released

Version 7.0 Beta 1 of the DSpace open source repository is currently available

for download and testing. It's the first of multiple scheduled Beta releases intended for community feedback, as well as to display the new features of the platform. These include a redesigned user interface, a new REST API, dynamic user interface translations, and a freshly designed search box. Additional releases are planned through June, and the final 7.0 release will happen after each Beta iteration is completed and any bugs are properly addressed.

GPO Offers New Directory

The U.S. Government Publishing Office (GPO) has made the Congressional Pictorial Directory: 116th Congress available via its govinfo site. The directory contains a color photograph of each member of the House of Representatives and Senate, along with detailed information about every member, such as length of service, affiliated political
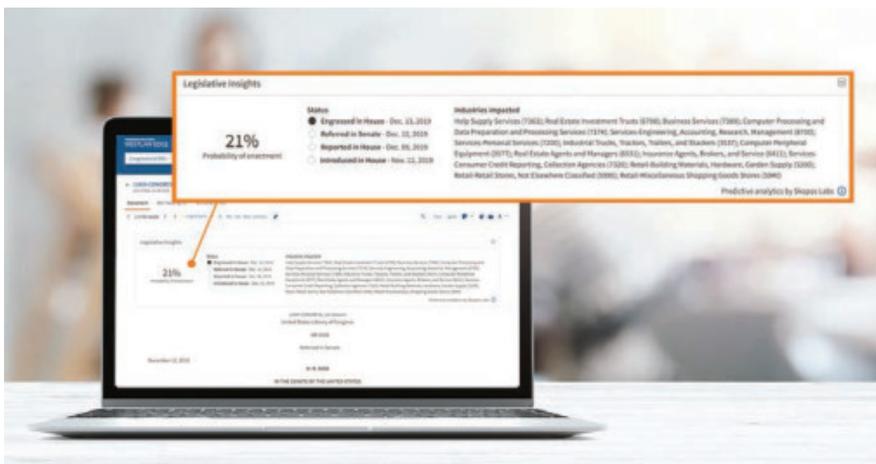
party, and congressional district. It also features pictures of the president, vice president, and the House and Senate officers and officials. It's free to members of the public to access and download; the print edition can be purchased via the GPO's online bookstore.

Follett's Destiny Has New Version

Follett rolled out version 17.5 of Destiny, featuring key enhancements to Destiny Library Manager, Destiny Resource Manager, Destiny Discover, and Collections by Destiny. More than 60% of U.S. public schools use Destiny, which is Follett's platform for library management, resource management, and digital content. For Destiny Library Manager, the update includes support for Community Share, which connects Baker & Taylor's public library digital collection to schools. For Destiny Resource Manager, electronic signatures can now be captured on incoming and outgoing transfers and warehouse orders. Destiny Discover now features a customizable homepage. And, lastly, Collections by Destiny allows administrators to have more control of the collections on their site; they will have the ability to edit, delete, copy, and share any collection as if it were their own.

OCLC and PLA Release Call to Action Report

OCLC and the Public Library Association (PLA) have published "Call to Action: Public Libraries and the Opioid Crisis," a report that provides tested strategies for libraries to consider when determining local response to the nationwide public health crisis. It champions action with regard to evaluating local health data, seeking community partners, educating staffers and community members, considering the necessity of staff care, and offering programs and services to support local
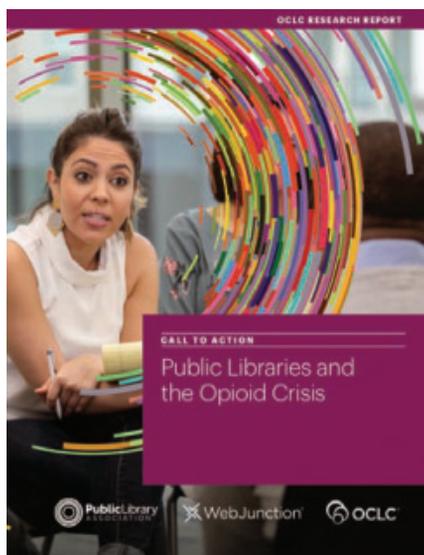
needs. The report was informed by case study research with eight public libraries that have made community responses with local partners, as well as conversations with government agencies, public health and human services organizations, community organizations, and library leaders.

ALA Speaks Out

ALA released a statement regarding Tennessee HB 2721; the bill would require a parental oversight board to replace policies and library experts in developing library collections and services. Libraries refusing to comply with the proposed law could lose local funding and incur fines, and librarians and workers might face jail time. Per the statement, the bill "threatens library users' freedom to read and violates our professional values and ethics expressed

in the ALA's Library Bill of Rights. … The bill would add layers of bureaucracy that compete with elected or appointed library boards and existing library policies that govern library collection development, programming, and meeting room use. The law jeopardizes library funding and imposes fines and jail time for librarians who violate the edicts of these untrained boards. … ALA supports the right of families and individuals to choose materials from a diverse spectrum of ideas and beliefs."

UT Libraries Receives Grant

University of Texas Libraries (UT Libraries) has been given a grant of more than $300,000 from the National Endowment for the Humanities. It will be used to assist UT Libraries in collaborating on the customization of a platform similar to Wikipedia that's meant for the transcription, translation, and indexing of archival texts in non-English languages. The project emerged from a
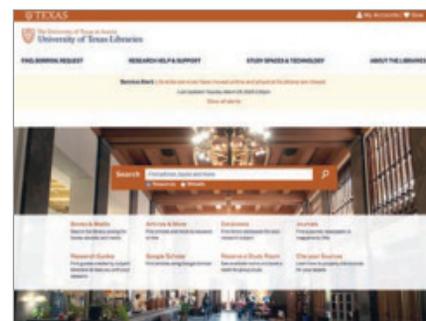
need to provide more accessible digital scholarship platforms for non-English-literate archival partners in Latin America. It will allow non-English-literate communities to engage in and contribute to the digital humanities via the interface internalization and translation of an open source digital scholarship platform. ●

10 Tips to Promote News Literacy

Promote

News Literacy

By Suzanne
S. LaPierre

FAKE?

NEWS

REAL?

As the 2020 U.S. presidential election looms,
is hindsight 20/20 when it comes to news literacy?
What have we learned as information professionals, and
how can we implement it to better serve the public?

The ability of citizens to distinguish news from opinion and propaganda is integral to an informed vote—thus, to the existence of a healthy democracy. But alarming trends brought to light during the 2016 presidential election—such as increased polarization and foreign influence on U.S. elections—appear only to have intensified. Beyond basic services (curating and providing access to reliable information from a variety of reputable sources), what more can libraries do to contribute to news literacy in their communities? Chances are, if it can be done, librarians somewhere have tried it. Below are 10 things library professionals can do—and are doing now—to help members of their communities become more discerning users of news in an increasingly confusing information landscape.

1. Remember the principle of least effort. According to the principle of least effort, humans—and even machines and animals—naturally gravitate toward the path of least resistance (Zipf 1949). Studies have shown that when it comes to information-seeking behavior, humans tend to accept less accurate or incomplete information if it is easier to obtain than information that is more authoritative but harder to access (Liu and Yang 2004). Therefore, support for news literacy entails making verified information as easily accessible as possible. Purveyors of propaganda and disinformation intentionally spread free content, whereas professionally vetted information (such as that found in academic journals) often exists behind a paywall or requires multiple login screens and passwords to access. Many libraries are supporting open access to research to remove some of the barriers. In 2019, the University of

California (UC) terminated subscriptions with Elsevier, stating its goal was to secure universal OA to UC research while containing escalating costs (UC 2019). Meanwhile, UC Libraries pledged to support alternative means of access to research needed by faculty and students (UC–Los Angeles Library 2019). Libraries can help support OA research by educating the public, engaging with stakeholders, and including OA sources in information guides. See ALA's Open Access Toolkit for more information (ala.org/advocacy/intfreedom/iftoolkits/litoolkit/openaccess).

2. Learn from history. Evaluating content of archival material such as historic newspaper articles removes the act of discerning news bias from the hotbed of current politics. History Unfolded: US Newspapers and the Holocaust is an initiative of the United States Holocaust Memorial Museum in Washington, D.C., that encourages participants to examine newspapers from their hometowns to see how events leading up to the Holocaust were covered in local news (newspapers.ushmm.org/about/project). Volunteers are invited to submit articles they find to a national database. The participatory nature of this project makes the topic more personal and engaging, while promoting the value of primary sources. The program may be utilized by local history archives to serve as a springboard for exploring news literacy issues while providing training in the use of databases and print resources. Similar programs may be tailored around other historic themes and events. Research has indicated that people are more likely to trust information when they have had a hand in discovering and sharing it (Gibson and Jacobson 2018).

▶

3. Teach tech literacy beyond how-to's. The ability to fully participate in all aspects of contemporary society necessitates keeping up with technology. As new technologies emerge, many citizens rely on their public library to learn how to navigate them. However, when it comes to the internet, a little information can be more dangerous than none at all. This is evident when internet novices discover Google and Facebook, only to fall for online scams or divulge too much personal information in public forums. Users need to be savvy about the architecture of the internet, such as how algorithms and filter bubbles impact what is seen and which news stories rise to the top of one's feed. To be more helpful, educational entities such as libraries need to go beyond teaching the how-to's of getting online, creating an email account, and exploring social media. Many libraries are teaching basic online security, such as how to use privacy features and what happens to user information on various platforms. Others are offering programs and resources designed to further awareness of algorithms and filter bubbles, such as the libguides of Pratt Institute (prattlis.libguides.com/c.php?g=874561&p=6323729) and Portland State University Library (guides.library.pdx.edu/c.php?g=625347&p=4359727).

4. Reach all ages. We often remark about what we need to teach kids—and, sure, we do. School and academic libraries have been leading the way on information literacy, designing lesson plans to develop students' critical thinking skills. Age-based lesson plans for students and professional development opportunities for educators are available free online via the Digital Resource Center at the Center for News Literacy (digitalresource.center/splashpage) and the News Literacy Project (newslit.org/educators). However, research indicates older citizens may be even more vulnerable to misinformation. A recent Pew Research Center study revealed that adults older than 50 had more trouble discerning fact from opinion on an electronic survey than younger people (Gottfried and Grieco 2018). Public libraries are a critical resource for older adults who might not have access to academic resources. Retired people are often avid library users and supporters, and adults older than 65 are the most reliable voting bloc, according to recent census data. But some seniors have health or mobility issues that can impede them from visiting the library, and the digital divide can impact their access to online resources. Consider outreach to senior centers and assisted-living facilities, and remember older adults when planning educational programs. For example, many retired adults prefer to attend discussion groups and programs during daylight hours.

5. Capitalize on trending topics. Drive interest in programming and basic library services by tapping into topics that are generating buzz in news and popular culture. Trending topics have been linked to higher program attendance and interest from customers, according to my recent survey of public library staffers around the country

(LaPierre and Kitzie 2018). For example, while fake news is getting stale as a headline, the topic of deepfakes is fresher and may serve as a gateway for providing information about media literacy and critical thinking. The speakers' bureau of a local university can be a source of experts with knowledge in current technologies and trends who are willing to present at public venues. There are also free online sources to help teach these concepts, such as those offered by KQED Teach (teach.kqed.org/misinformation-course-collection).

6. Draw me a picture—use infographics. A picture is worth a thousand words. A lot of information can be encapsulated in an image. Infographics, data visualization charts, and even memes distill information into more digestible, eye-catching visuals. These visual forms of information are accelerating in popularity as attention spans shrink in response to the speed of technology. Liking and sharing a visual on social media takes a fraction of a second, and information spreads farther and faster than ever. Imagery can heighten appeals to emotion often used in propaganda (Facing History and Ourselves 2020). However, the power of imagery can also be harnessed in the service of information literacy. Librarians can transfer valuable information and news literacy tips in the form of appealing, easily shared infographics (Ireland 2018). Digital resources (such as easel.ly and piktochart.com) make it easy to create free data-driven visuals that can be shared digitally on library social media or printed as bookmarks or posters.

7. Partner up. The value of forming partnerships cannot be overstated. Partnerships expand audiences and tap into knowledge from outside entities, allowing both the library and the partner organization to share expertise and resources and reach more segments of society. Library partners can include news outlets, universities, schools, technology companies, local businesses, and nonprofit organizations. A partnership of the Fairfax County Public Library in Virginia and George Mason University's School of Conflict Resolution won the 2019 Gordon M. Conable Award for commitment to intellectual freedom for launching a series of workshops designed to develop more productive dialogue around news topics. The Arizona State Library partnered with Arizona Humanities to offer FRANK Talks, an ongoing series of discussions on important issues (azhumanities.org/programs/frank-talks). More examples of successful partnerships in support of media literacy can be found in ALA's "Media Literacy @ Your Library Learning and Prototyping Report" (2018).

8. Can we talk? The public library is uniquely positioned as a meeting point for people from all walks of life, one in which those who might not normally encounter one another come face to face. Polarization and tribalism have been identified as key obstacles to the development of news literacy (McIntyre 2018), so events that simply bring together people from disparate elements of the community

are valuable unifiers. Some programs that are deliberately designed to grow understanding of differences include meet-your-neighbor events, such as Meet Your Muslim Neighbors (ala.org/aboutala/libraries-safer-spaces-meet-your-muslim-neighbors) and the Human Library program (humanlibrary.org). Facilitating discussion groups within the community is another way to promote more open dialogue and bridge divides. Some resources for starting discussion groups include Great Decisions (fpa.org/great_decisions), Conversation Cafe (conversationcafe.org), and ALA's Let's Talk About It program (ala.org/tools/programming/ltai).

9. Let us entertain you. While discussion groups can be beneficial, prior research suggests that the self-selecting nature of programs is a concern among library staff, some of whom feel that attendees of such programs are already likely to be more open-minded and knowledgeable (LaPierre and Kitzie 2018). How can libraries reach those who are less likely to seek out such resources? This brings us to the value of entertainment. Family-friendly and foodie library events are almost always well-attended. While skeptics may question the relevance of fun programs, such events often bring in segments of the community who aren't regular library users. Family events may be more welcoming to community members from diverse language and cultural backgrounds or those who assume libraries are only for avid readers. Getting people in the door is the first step to showing them what libraries have to offer, including literacy initiatives and information resources. Studies have shown that fact-denial may be less an information deficit than a psychological phenomenon and that developing trust is a critical component in conveying information effectively (Cooke 2017, Jacobson and Mackey 2013, and Lor 2018).

10. Advocate for staff time and training. My survey data on public libraries' media literacy initiatives found that lack of staff time was the primary reason cited by library staff members for not pursuing such initiatives (LaPierre and Kitzie 2019). Harkening back to the principle of least effort, approaching news literacy activities in a manner that maximizes effectiveness while minimizing staff time investment is wise. Further research indicates that educating library staffers on media literacy issues is as important as educating the public (ALA 2019) and that there seems to be a relationship between staff interest in the topic and perceived interest on the part of the public (LaPierre and Kitzie 2019). Support for adequate staffing levels and quality training is elemental to advocating for the profession of librarianship itself, a profession that, in turn, supports core values that are essential to a democratic society in which all citizens are empowered to be literate and informed participants (ala.org/advocacy/intfreedom/corevalues).

There is no easy solution to the problem of news literacy in the U.S. or elsewhere. Creating a more news-literate society entails an ongoing process of understanding human nature and developing learning and communication techniques while constantly adjusting to changes in technology and culture. While the explosion of misinformation may be beyond containment, improved news literacy in our communities may enable a tipping point of understanding on consequential issues. Libraries are a vital part of that hope and possibility. ■

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Suzanne S. LaPierre is the Virginiana Specialist Librarian for Fairfax County Public Library in Virginia. She has published research on the media literacy initiatives of public libraries and the relationship between art and historic archives. Additionally, LaPierre is a writer for Public Libraries Online (publiclibrariesonline.org/author/suzanne).

by
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Words of Wisdom

News Desk +

▶ news • announcements • updates

As we go to press, daily life has been in an upheaval due to the COVID-19 pandemic. In these uncertain times, society is shifting on-the-fly, with the intention of flattening the curve. (For guidelines and information specific to the coronavirus, please visit the CDC website: cdc.gov/coronavirus/2019-ncov.) Colleges and universities have sent students home early, and some have pivoted to online learning for the foreseeable future. Public spaces have been shut down, and events have been canceled or postponed. Here is a collection of various responses of those in the librarian profession, at the time of this writing.

Gale Creates a Free Resource Center

With the aim of supporting educators and librarians in the wake of an increased need for virtual learning—spanning innumerable communities—and in light of the closure of physical libraries, Gale has created a COVID-19 resource center (gale.com/covid19 support), which is free to use. It is anticipated that this hub will continue to evolve rapidly, but initial resources include interdisciplinary, curriculum-aligned materials to bolster online learning from pre-K through the undergraduate level; live and on-demand instruction materials to facilitate the use of existing resources; and ebooks on professional development meant to ease the transition to and strengthen virtual learning.

Cancellations and Postponements

The London Book Fair, which was slated to take place in March, has been canceled. Reed Exhibitions made the decision in the growing shadow of the pandemic, noting in a statement that "business has to continue. With this in mind, we will of course support and col-laborate with exhibitors and visitors to keep our world moving during this difficult period."

With the same considerations in mind, Computers in Libraries (scheduled from March 31 to April 2 in Virginia) has been postponed. A statement from Information Today, Inc. says, "Out of an abundance of caution, we believe this is the best decision to ensure the health and safety of our community of attendees, speakers, and exhibitors, as well as our own staff."

Wiley's Multi-Level Reaction

On a companywide level, Wiley immediately limited nonessential travel at least through the end of April. It has adopted flexible working arrangements (such as working from home) and supports employees with the technology needed to work efficiently from home. On the customer side, remote access is available to all Wiley systems (email, communication tools, etc.), and there's currently no disruption to normal service or access to Wiley's content. Additionally, Wiley has taken the following helpful measures: offering free access to 5,000-plus COVID-19-related articles and making available a real-time, fee-free feed with the most current research and news about the virus from Scitrus, which is powered by Atypon's AI-driven discovery app.

ProQuest Grants Unlimited Access

ProQuest is teaming up with 50-plus publishers to support libraries by providing unlimited access to Ebook Central holdings for all patrons, with no additional charge. With the sudden demand for higher-learning institutions to accommodate distance learning and research, the ability to access materials is paramount. In the wake of the shift, libraries need to support the increased demand, and ProQuest customers affected by the COVID-19 shutdowns have been given unlimited access to the entirety of owned titles from the aforementioned publishers through mid-June. All licenses, including single-user, have been automatically converted to unlimited access for that period, allowing librarians to bridge the gap for patrons during this time of upheaval. For a continuously updated list of participating publishers, visit media2 .proquest.com/documents/unlimited access-participatingpublishers.pdf.
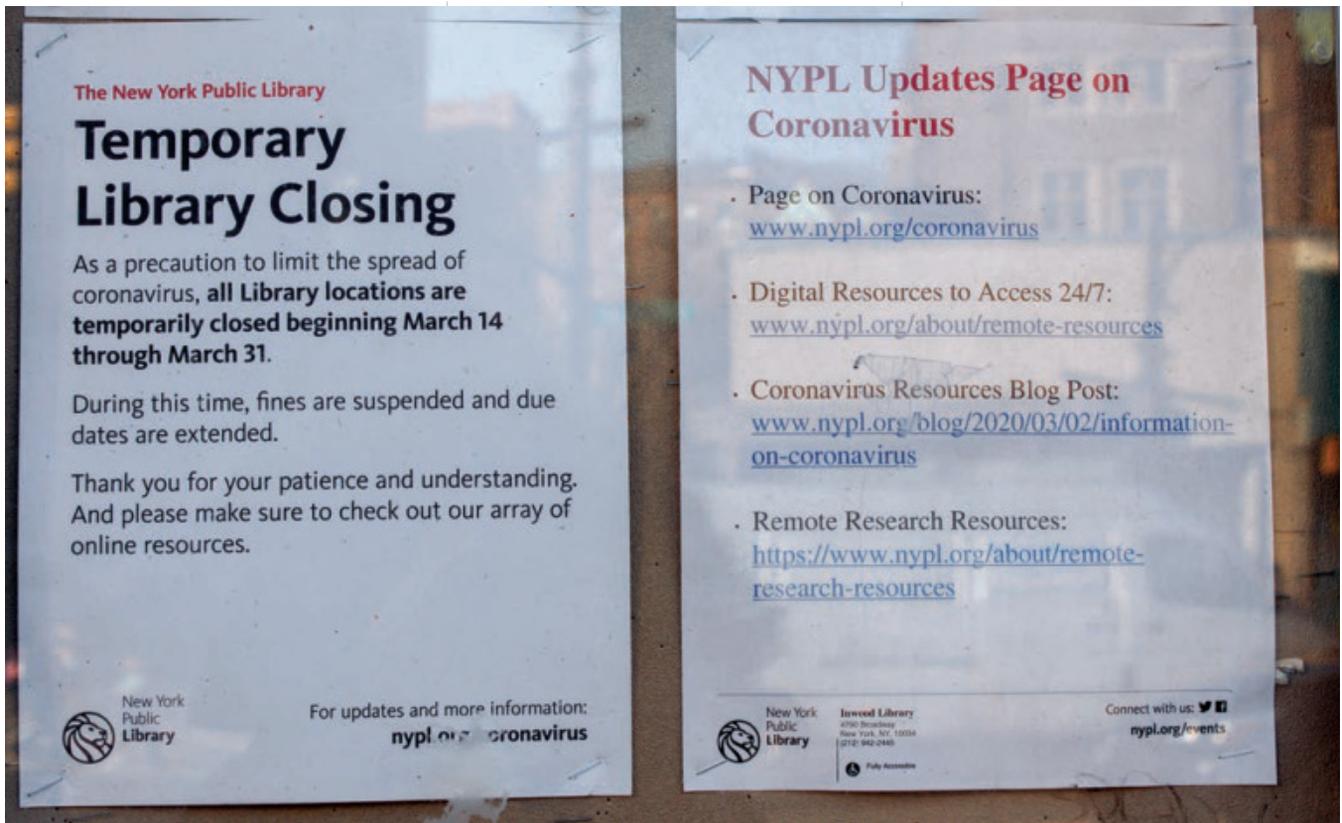
JoVE Offering Free Education Videos

As college classes have moved online for the foreseeable future, a number of faculty members are challenged by a middle-of-the-term pivot to online instruction. Given that there's understandably been no prep time, JoVE is providing free access to its resources, such as JoVE Core (a video textbook centering on biology and social psychology), JoVE Science Education (a collection of easy-to-understand video demos in eight STEM disciplines), and Lab Manual (thorough, curriculum-focused videos for introductory biology lab courses). Additionally, JoVE curriculum specialists are available to assist faculty members in mapping JoVE videos to their curriculum, at no cost.

Librarian Advocates for the Facts

Librarians have responded to the crisis in myriad ways. John DiGilio, co-editor of the digital newsletter *Librarian News Digest*, encourages readers to seek out information, supplying several resources himself. DiGilio stresses the importance of listening to experts, while highlighting the fact that info pros can help staunch the spread of incorrect information and soothe frayed nerves. He points to two posts that he deems helpful. One is from Library Boy (micheladrien.blogspot.com/2020/03/coronavirus-resources-for-libraries.html), and the other is from Sabrina I. Pacifici on her beSpacific blog (bespacific.com/the-best-and-the-worst-of-the-coronavirus-dashboards).

LYRASIS Announces ICOLC Statement

As the administrative agent for the International Coalition of Library Consortia (ICOLC), LYRASIS released the organization's statement on the COVID-19 pandemic and its effect on library services and resources. The full statement can be read here: icolc.net/statement/statement-global-covid-19-pandemic-and-its-impact-library-services-and-resources. The statement's intent is twofold. It is designed to assist information service providers that license and sell online and print content to libraries comprehend how the pandemic is impacting the global information community. Additionally, it is meant to offer a range of approaches that are in the mutual best interest of libraries and information service providers.

ALA Executive Board Issues Strong Statement of Support

ALA's executive board took a powerful stance regarding the safety and well-being of library workers and their communities amid the COVID-19 pandemic. Per a statement, it "strongly recommend[s] that academic, public and school library leaders and their trustees and governing bodies evaluate closing libraries to the public and only reopening when guidance from public health officials indicates the risk from COVID-19 has significantly subsided. … We underscore the importance and need to come together in this crisis and commit to ensuring our libraries, which provide so many important services to our communities, do not serve as vectors for a fast-moving pandemic." For more resources and information about COVID-19, visit ala.org/tools/atoz/pandemic-preparedness. ●

ROBOTS
—FROM PLAYTHINGS TO APPLIED LEARNING TOOLS

BY DAWN NELSON

One cannot help but marvel at a room full of students engaged in what appears to be chaos, with robots moving in all directions, and a cacophony of student voices calling out instructions and yelling encouragement. The fact that students love the activities and engagement involved in playing with robots is obvious. Still, no one could doubt that learning is also taking place. Aside from coding skills and STEM thinking, observers can see that students are engaging in critical thinking, teamwork, problem-solving, and perseverance. All are essential skills for learners at every level, whether pre-K–12, college or career tracks, or in the workplace.

Most people will agree that engaging students with robots is a valuable activity. However, if the robots are not easy to manage and if there is not a purposeful link between the activity and the curriculum, it can be difficult to persuade teachers to take time out of their regulated schedules to use robots in class or to provide the rationale for the expense to administrators or other funding sponsors. So how do we, as school librarians, convince others of the value of learning with robots? We must start somewhere and start small. Making it simple is, obviously, the way to go.

Before you begin, it will be well worth your time to clarify the goals. STEM learning and coding should be near the top, since they are in high demand in today's world, and opportunities to build these skills are valuable. But other considerations are creativity, preparing for the future, problem-solving, creative thinking, teamwork, and fun. These goals will inform the selection of the right equipment to meet educational objectives. It's also crucial for success to make the use and care of the robots simple for everyone. If something is too complicated, even preparing activities becomes difficult and adds extra time to the process.

SELECTING DEVICES

Start with one type of robot, and get to know that one well yourself. Dash robots are a good first step for an elementary school, since many accessories are available. There is an accessory pack to create a bulldozer; a launcher to explore simple machines and trajectory; and, for arts integration, a xylophone and sketch kit with markers. Secondary schools may find that a Sphero is a better fit, as the coding platform is more challenging. If one of the goals is fun, Dash robots may

OUR TASK AS LIBRARIANS IS TO HELP TEACHERS UNDERSTAND THAT USING THE ROBOTS IS A LEARNING ACTIVITY. ...

Students draw lines to code the path their Ozobots will take.

meet that need best. A problem-solving, programming focus may point to a Sphero or a more complex option (such as LEGO Mindstorms). With a limited budget, Ozobot Bit (at around $50) is a cost-effective choice.

Dash, Sphero, and Ozobot work well for schools, because they are self-contained. There's only one piece to manage, and they are durable. They work right out of the box, and the block-based programming is similar for all. For students who have used block-based resources (such as Scratch or Code.org activities), the apps will have a similar look and feel. The types of devices available to control the robots may make a difference in the one you choose. Sphero can be managed with a variety of devices, but Dash works best with iPads. While Ozobot does have a block-based option using iPads, we prefer the hands-on approach of drawing the lines and creating the color block codes.

The apps for Dash and Sphero offer different levels of structure in the activities. For Dash, beginners can use the basic Go app that lets users drive the robot, change colors, and make sounds. The Blockly app teaches basic to advanced coding concepts with block-based coding, and the Swift app uses text programming and works for Dash, along with other devices (such as LEGO Mindstorms and drones). In Sphero Edu, teachers can create accounts, assign activities to students, and monitor their progress. The Sphero Edu app lets students simply draw a path, use block-based coding, or program the robots with JavaScript.

SUPPLYING DEVICES

It's also important to plan ways to store, charge, and move the devices. There are storage and charging cases available, but we have chosen to invest in more devices and find less expensive ways to store and charge them. We found that rolling carts are a good place to store robots safely, and they are a secure mode of transportation. They don't have to be fancy or beautiful, just uncomplicated. All

of our devices charge via mini USB adapters, so they can just be plugged in with inexpensive multiport chargers. Whether using them right in the library or a classroom, everything is in one place and ready to go. When teachers want to use them, they can just be rolled to the classroom; that way, they don't have to find a place to keep them safe until it's time for
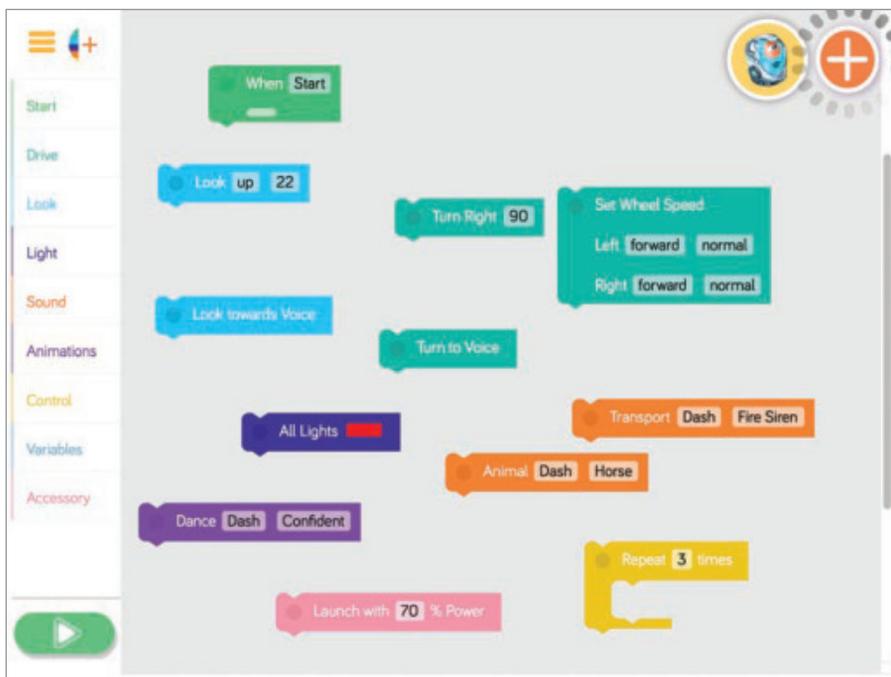
The Blockly app for Dash uses color-coded blocks to teach advanced coding concepts.

Rolling carts are used to store the Dash robot parts.

the planned activity. If the class will be using the robots over multiple days, the charging station can stay in the cart. Other required devices (such as iPads) can be added to the carts too.

CONNECTING WITH THE CURRICULUM

Once a device has been identified, the challenge for librarians is to connect—and I mean truly connect—with teachers to design activities that meet the learning objectives of the curriculum. Meeting that challenge takes creativity and research, along with ingenuity and detective skills.

To start, find out what teachers are teaching. That may sound simplistic, but from a teacher's viewpoint, it may make more sense to add resources that enhance the existing curriculum than to give up instruction time for something that, at first glance, may seem to have only entertainment value. Our task as librarians is to help teachers understand that using the robots is a learning activity that can support learners in many areas. Teachers won't come to us, so developing relationships and creating connections with their curriculum is essential. This will take some work, but it will be well worth the effort in the long run.

To be able to offer the best resources, it's crucial to find out what the teachers need for their students. One way to learn about the curriculum is by reviewing syllabi or pacing guides, and the easiest way to access them is to ask. Teachers may have their own documents, or the materials may be available on a school webpage, on a teacher's personal website, in a shared folder, or via a cloud-based platform such as Google Drive. There is no universal requirement for schools to post their curricula or lessons plans as public documents, so there's no standardization or place in which such items may be found.

Whatever it takes, figure out where to find the information you need. Even if the documents are just a general overview of the teacher expectations for a grade level or subject area, you will garner some understanding of learning targets for different grades or subjects. With that knowledge in hand, find out when teacher team meetings are held and ask to attend. That will help you to understand what educators are working on so you can advocate for ways to use robots to support learning objectives. If team meetings are not an option, find ways to connect and just listen. Even a visit to the staff lounge offers a chance to connect with teachers.

TARGETING SPECIFIC NEEDS

With your newfound knowledge of teachers' learning targets to build on, link those targets with either technology or curriculum standards to draw teachers in. Math is often a logical place to start, since having students code robots can help teach such fundamental mathematical concepts as counting, adding and subtracting, measuring, calculating angles, and telling time. Most robotic devices have curriculum sites with a lesson library containing plans that can be used as written or adapted to meet your school needs. Reviewing those resources will provide you with ideas to present to teachers. Then individual creativity can take over.

While math may seem the most logical tie-in, it isn't the only subject to consider. For example, second grade teachers at my school expressed frustration with a student writing project involving the telling of personal narratives. One of the biggest challenges was with their students' struggle to understand sequence—first, next, last. Enter the Blockly app for Dash. Puzzles designed in this app are aimed at teaching students how to use it. However, since things need to be put in the right order to work, teachers realized the app could be employed to help students learn sequencing and thus improve their written narratives. Teachers also observed that the text-based programming required reading skills, saw that even their reluctant readers kept working throughout, and noted their students' excitement as they experienced success. Students took these skills back to the classroom, and teachers worked with them to apply the sequencing steps they had learned by coding Dash to their writing project.

Second graders got help sequencing stories by using the Blockly app for Dash.

It can also work in reverse. One fourth grade project involved retelling a story. Students chose a picture book, read it, and had to retell the story. But instead of simply rewriting the story in their own words, they created a track for Ozobot robots, using a wide variety of actions available in the multicolored codes. They then narrated the story while the Ozobot traveled the track, following their code. The student creativity that emerged went far beyond what the teachers had experienced when students simply rewrote a story.

That same fourth grade group used Dash robots to create a play. The learning target was dialogue, and the assignment was to write a play that included at least four lines of dialogue and some specific Dash movements. One of the capabilities of Dash is that students can record sounds. So, for their dialogue, they could either use the prerecorded sounds or write and record their own words. When this assignment was assessed, all the students accomplished the learning target, and most exceeded the number of required movements and meaningful lines of recorded dialogue.

Fifth grade students were learning about variables in their science class. We taught students to program a Sphero robot to make different sounds based on how hard it was tossed between partners, thus bringing the concepts of variables and velocity to life. Those examples are just a few of the many ways to link teachers to activities with robots, engage students, and promote learning. Begin by connecting with what teachers are already teaching, and develop partnerships to create fun learning experiences.

TAPPING CURRICULUM RESOURCES

To be able to offer teachers a wide variety of options and ideas, it's important to build a solid knowledgebase, and that's something that will only come with intention and time. Start with the curriculum resources that the device manufacturers offer. For the robots mentioned previously, there are the following:

Dash
- **Wonder Workshop Learn to Code Curriculum**
  portal.makewonder.com/#/curriculum/learn-to-code
- **Cross-Curricular Lesson Library**
  (Some available only with a paid subscription)
  education.makewonder.com/curriculum/code-to-learn

Ozobot
- **Ozobot Curriculum Planner**
  (Coding and computer science lessons for grades K–12)
  files.ozobot.com/stem-education/curriculum-planner.pdf
- **Ozobot Lesson Library**
  (Lessons for both color coding and Ozoblockly device-based programming)
  portal.ozobot.com/lessons

Sphero
- **Lesson Library**
  edu.sphero.com/cwists/category
- **Sphero Teacher Resource Guide**
  dmmedia.sphero.com/email-marketing/Sphero-Edu/SpheroEdu-k12-teacher-resource-guide-v1_updated050818.pdf

Professional development programs for teachers who want to learn more about teaching with robots can be found at the links below, and several of the device manufacturers offer options to become advocates for the devices by sharing what you've done.

- **Dash: Wonder Workshop Professional Development**
  www.makewonder.com/classroom/professional-development/#courses
- **Ozobot: Ozobot Certified Educator**
  ozobot.com/stem-education/certified-educator
- **Sphero: Sphero Academy**
  sphero.com/education/academy

For more ideas, PLNs (personalized learning networks) are full of resources. Twitter, Facebook, and Pinterest all have groups or collections of links to resources for specific devices. Teacher or tech leader websites and blogs often provide authentic examples as teachers share what they are doing in their own areas. Sometimes, something as simple as a basic Google search will reveal a hidden gem, and there is a growing collection of resources in Teachers Pay Teachers.

To sum it all up, robots are engaging, interesting, and fun, offering many opportunities for learning and student engagement when librarians and teachers work together to incorporate them with the curriculum. ■

Dawn Nelson (nelsond@district 279.org) is the library media specialist at Oak View Elementary School in Maple Grove, Minn., where she occasionally tweets at @dawnrnelson or for her library at @OAKHuskies. She has been a teacher-librarian and program coordinator in both elementary and secondary schools and is a past-president of MEMO (now ITEM; Information and Technology Educators of Minnesota).

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