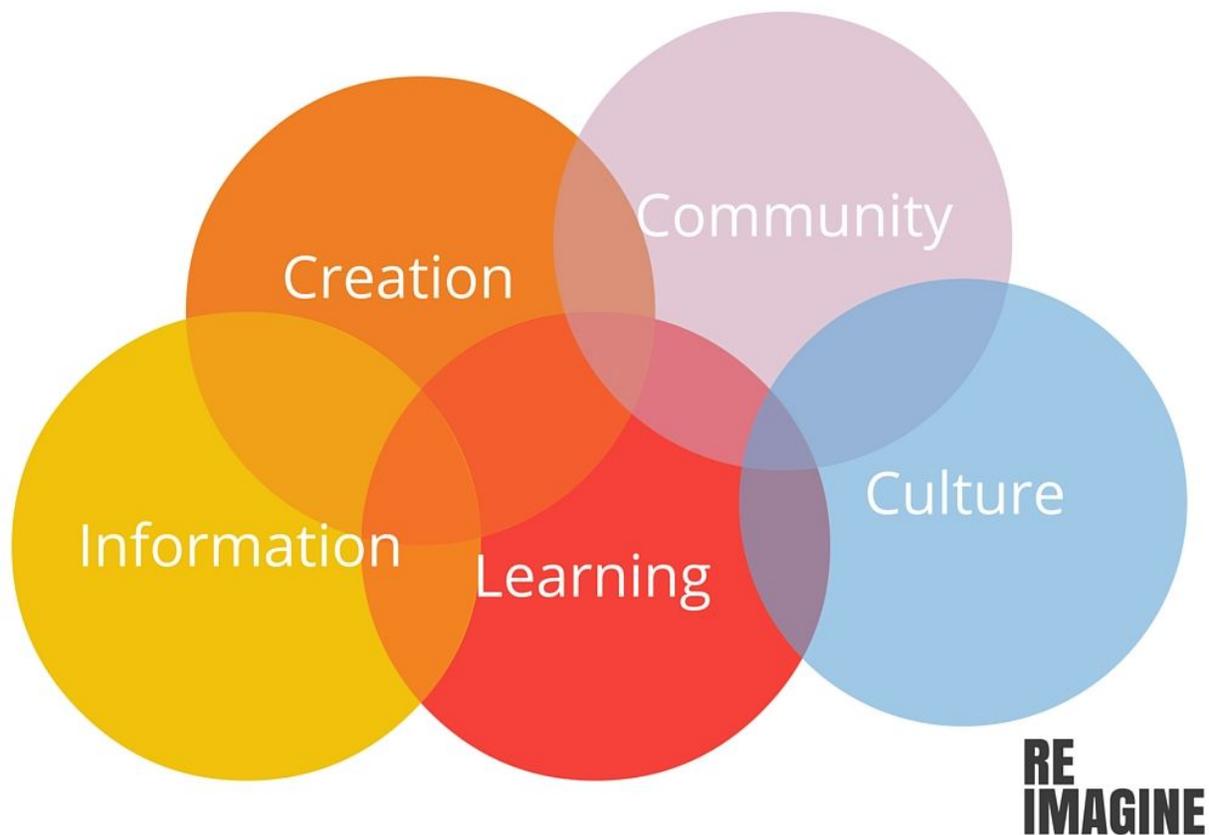


RE IMAGINING information services

A SHARED LEADERSHIP project

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**RE
IMAGINE**

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Executive Summary

Public libraries play a significant role in their communities. They are the local source of information, connection, and recreation. They contribute to community development, diversity, enrichment, economic development, personal well-being and learning. In order to ensure libraries continue to offer the best information services to their community, it is necessary to reflect upon current practices and identify areas that require change.

Through a process of brainstorming, five themes were identified encompassing the term information services in a modern library:

- community
- diversity
- learning
- creativity
- information

and using these lenses we developed a toolkit that allows you to reflect on your current services in order to reimagine through a five step process. These steps are listed below.

1. Profile your community
2. Review the current services using the lenses
3. Undertake the assessment tools
4. Collate and analyse information using a gap analysis
5. Try new things

This toolkit is scalable for all library services and was trialled in two different ways to prove its usability. From this, a number of opportunities for reimagination were identified. Five of these areas were then further explored as a reimaged experiences for libraries to consider.

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Information services past and present

What actually constitutes ‘information services’ is changing. Traditionally, the term has referred to libraries as gatekeepers of information. Reader’s advisory, reference, and community referrals took up the bulk of a desk librarian’s time and described the majority of activities undertaken by a patron in the library.

Fast forward to the present, and people are making use of public libraries for all kinds of activities outside of traditional information services. On any given day people might come to the library to learn to draw manga, learn how to publish an eBook, start up a business, or get homework help for their children. With so many things happening in public library spaces, two questions emerge:

- How do we define information services today, and
- How will they be defined in the future?

We propose there is a range of activities, which today can be considered information services; public libraries should be able to effectively provide for their community in these service areas. This is an exciting opportunity for libraries to reimagine the delivery of their services to best meet the needs of the contemporary user.

Reimagined futures

What do people come to a library to do?

Public libraries play a significant role within their communities. They are the local source of information, connection, and recreation. They contribute to community development, diversity, enrichment, economic development, personal well-being and learning. The library also plays a role in increasing community efficacy by equalising access and engagement in problem solving and local issues, across class, gender, and race.

People come into a library for different reasons. They may need help to go online, or want to learn a new craft or hobby. They may want to develop their resume, find out what's happening in the community, meet like-minded people, or order a new book. The library serves different purposes to different people, and fulfils needs in different ways. Libraries continue to endeavour to provide equal access to information services and resources to all members of their community, to best meets the individual need of the user. How can libraries ensure that they are effectively doing this?

To explore this, the toolkit has identified five different lenses through which to view the library. These are perspectives through which to view services from a community point of view.

THE LENSES



Community

The library is the place people come to have a sense of belonging. Under this perspective, there are several opportunities for public libraries in this area to:

- strengthen the local community through connectedness and exploring different thoughts and opinions on issues
- assist the community to live within a globally competitive, resource-constrained world
- address the influence and growth in technology
- increase social awareness and activism
- assists the growth in the ageing population that lives longer each generation

Culture and Diversity

The globalisation of trade, news, and information - and the removal of traditional barriers of distance and national borders - contributes to a blend of cultures. Libraries have always been a place which embraces cultural diversity in all its forms, providing services

and programs that celebrate difference and help develop strong ties. For libraries, the continuation of the following is essential:

- judgement-free zone where everyone is valued and accepted
- thorough knowledge of the nuances of identity that make up your community
- ensuring library staffing is reflective of the cultures within your community

Creation

The PLVN 2030 report identifies the emergence of two scenarios; Creation and Community, which have significance for the evolution of Victorian public libraries. These scenarios play to the strengths of all public libraries and provide a direction for strategic planning. The Creative scenario sees:

- a shift in society's expectations as a creative culture emerges
- more people seeking to explore, develop, and express their creativity
- a rising interest in collaboration on both a personal and professional basis

Information

Although seeking information has gone online, connecting people with information remains an essential part of our services. Libraries can now provide information by:

- facilitating equal access to information and helping patrons use and understand information
- recognising the contribution of information consumers in constructing information
- providing access to resources that are non-traditional but useful and needed in their community

Learning

Libraries have always been a place for learning. Today, the role of the library as a lifelong learning facilitator and supporter is central to public libraries' purpose. Information services relating to learning may include:

- the provision of formal learning opportunities
- partnerships with and referrals to other learning providers
- informal learning opportunities between staff and customers
- literacy support for adults to assist their children in their learning

The reimagining process

There is an abundance of literature on how to adapt your information service delivery to meet the needs of a 21st century community. But how do you actually know what your community needs? How do you identify areas for improvement from the perspective of library staff and the community?

The challenge for libraries today is to prove our relevance in a society that has an overabundance of information streams. We must make clear the value-added contribution that public libraries make to the community.

This question requires reflection, imagination, and action. There are many ways libraries can undertake the process of reimagining their information services and a number of frameworks that can be used. There are also several libraries, which provide practical examples, where a reimagined information service engages with community to provide better outcomes and strengthen bonds.

Our approach is multifaceted and includes a number of steps that requires an all service approach, where every staff member can and should engage in the process of reimagining.

Demographics and other relevant data about your community is the foundation of the reimagined information service, as it is needed to fully understand the characteristics of your community. Your information services should be tailored to the specific needs of your community. While the process of reimagining your information services is the same tool, the results will be unique for that service.

The steps below provide guidance on how to undertake this journey. This is scalable to suit individual library needs and resources.

Step One

PROFILE

Build a profile of your community (including library users and non-users) through these data sources:

- Customer satisfaction surveys
- Community and economic profiles
- Population forecasts
- Formal and informal feedback

Step Two

REVIEW

Review the current services your library provides and map to the five lenses in regards to catering for the needs of users.

- Learning
- Innovation and Creation
- Community
- Information
- Culture

Step Three

ASSESS

Undertake the reimagining assessment tools. Seek feedback from staff and the community (users and non-users of the library) about how your library service is performing. These can be used concurrently and there are opportunities for all staff to participate and use these tools. The resources for this step can be found in the toolkit document.

Observing the library floor: the purpose of this exercise is to record what people do in the library to compare these services with what the library currently caters for.

Desk questions: many libraries already collect statistics at the information desk. By noting the exact questions asked, it highlights opportunities for programs and services to be created that meet the needs of library users. Once questions have been recorded and collated, it may be helpful to group them into categories. The exact categories will depend on the questions recorded.

Surveys: Survey all library staff and a wide sample of library users and non users. The two surveys mirror each other - each asking a question on the same topic but from the perspective of a library user/non-user or staff member, where the respondent is asked to indicate their level of agreement where 1 is 'strongly disagree' and 5 is 'strongly agree'. This approach highlights both differences and similarities in perceptions between users and staff. For questions where both groups have given low scores, this could be an indication that there is a need to reimagine a new approach. Basic demographic questions are also included in the surveys. The main survey questions are below. (Note: full surveys are located in the toolkit document).

User/non-user survey questions

1. Programs and services offered at the library are relevant to me
2. The library is at the centre of our community
3. I can connect to the community through the library
4. The library connects me to
 - 4a. council services
 - 4b. community services
 - 4c. government services
5. The library is responsive to feedback
6. Do you identify with a particular group in the community?
 - 6a. If yes, the library offers programs and services to meet my needs
7. Library staffing is reflective of community diversity
8. The library's programs and services give me opportunities to think outside the box

-
9. I have opportunities to express my creativity at the library
 10. The library is in touch with what's new and changing in the community
 11. The library provides opportunities to use my creative skills to teach others
 12. I can go to the library to find out how to use new technologies
 13. I can connect with local authors, creators and artists at the library
 14. Staff can teach me to:
 - 14a. find and access information
 - 14b. understand and use information
 15. I can borrow and learn to use non-traditional items (eg cake tins, bicycle repair kits, environmental kits)
 16. I feel I have the ability to live in a digital world because of the library
 17. Library staff tailor a personalised service to me based on my interests and needs
 18. The library can teach me skills to keep my information safe online
 19. Staff are knowledgeable and make recommendations I might like/find useful about
 - 19a. library resources (eg books, dvds, databases)
 - 19b. entertainment and recreation activities (eg games, apps, and video/music streaming)
 20. The library is the place to go to learn new things
 21. The library supports learning through programs and services for:
 - 21a. Babies and preschoolers
 - 21b. Primary schoolers
 - 21c. Secondary schoolers
 - 21d. Young adults
 - 21e. Adults
 - 21f. Seniors
 22. The library provides flexible space for individual and group learning
 23. I'm confident that library staff have the knowledge and experience to help me learn

Additional questions for non users

What are your reasons for not visiting the library?

- The library is not relevant to me
- I don't read
- Use another library service outside my council area

-
- Too busy
 - Buy my own books/music/movies
 - Have internet/computers at home
 - Can't get to the library during opening hours
 - Transportation issues
 - Not sure what is offered
 - Don't know where it is located
 - New to area (haven't looked yet)
 - Change in circumstances
 - Other

Staff survey questions

1. The library offers programs and services based on recognised community needs
2. The library is at the centre of the community
3. The library connects community to each other
4. The library connects the community to
 - 4a. council services
 - 4b. community services
 - 4c. government services
5. The library regularly seeks feedback from the community
6. The library creates programs and services to support the diverse groups in its community
7. Library staffing reflects the diversity in the community
8. Library staff develop services and programs that help the community think outside the box
9. The library contributes to the community's creativity and innovation
10. The library is in touch with what's new and changing in the community
11. The library uses my creative skills in programs and services
12. The library is proactive in exploring and using emerging technologies
13. The library promotes and supports local authors, makers and artists
- 14a. I can teach patrons to find and access information when they ask for it
- 14b. I can teach patrons to understand and use information when they ask for it

-
- 14c. The library promotes itself as a place to find, access, understand and use information
 15. The library provides access to non-traditional items (eg cake tins, bicycle repair kits, environmental kits)
 16. The library helps people overcome barriers to accessing information
 17. I have the skills to engage library users and provide a personalised value added service
 18. The library actively seeks to empower their community to be safe online
 19. I stay up date with
 - 19a. library resources
 - 19b. entertainment and recreation activities (eg games, apps, and video/music streaming)
 20. The library is the place to go to learn new things
 21. The library supports learning through programs and services for:
 - 21a. Babies and preschoolers
 - 21b. Primary schoolers
 - 21c. Secondary schoolers
 - 21d. Young adults
 - 21e. Adults
 - 21f. Seniors
 22. The library encourages learning by providing flexible space for individual and group learning
 23. Library staff are role models for lifelong learning
 24. I like to learn new things
 25. The library undertakes outreach in the community (eg festivals, neighbourhood house visits etc.)
 26. The library creates partnerships with council departments, community services and groups to provide services and programs for the community

A breakdown of how each question as positioned within the lenses is shown below:

Lens	Questions
Community	1-5
Diversity	6-7
Creativity/Innovation	8-13
Information	14-20
Learning	21-24

There are an additional three questions at the end of the staff survey we did not create a user comparative question for.

Step Four

ANALYSE

Collate and analyse information gathered using gap analysis techniques. Identify areas for reimagination and brainstorm new ideas to meet the needs of your community that have been revealed during the previous steps. Individual libraries should set their own targets for their current information services on the Likert scale; even libraries doing well can look for opportunities for growth and further development.

Step Five

TRY NEW THINGS

Trial new approaches, collect feedback, evaluate changes, and make further adjustments as necessary.

Reimagining information services is a continuous process, as it is adaptive in its user-centric approach and responsive to emerging innovations and trends.

Our pilot

Toolkit methodology

As part of reimagining information services, we conducted a brainstorming session which focussed on current user questions and behaviour within libraries. Out of this sessions five general themes emerged, which form the lenses of the reimagined information service experience.

The survey questions are designed to provoke thinking and assess your information service. They compare your staff's thoughts with users' opinions and experiences on a rating scale. Each question has been crafted to highlight specific activities that need to be reimagined in order for libraries to remain relevant to their communities.

The survey can to be conducted on a large scale with staff, library users and non-users completing the survey. The non-user component, which asks questions about reasons for not using the library has been built in in order to gain information about the best ways to reach these individuals and groups. For the purposes of this test the data about non-users has not been analysed as the key focus on the trial was to check the validity of the questions that shape the reimagining process.

As previously mentioned, the surveys are designed to mirror each other and show any gaps in user and staff perception of your library service, prompting discussion and consideration around possible reimagination opportunities. It is important to note that the surveys are not a benchmarking tool; rather, its purpose is to compare responses about your own library service.

Pilot Study

To understand if the survey were effective as a tool for reimagining your service, we trialled them in two different ways:

- service pilot: a small-scale trial at three services in Victoria including five responses each from staff and the community and;
- a general pilot: a wider non service-specific approach where results from library staff and residents of Victoria were combined

The results have been averaged to provide a score for each question on both surveys. While each library service is different, some common themes emerged from the general pilot that have implications for libraries from a broader perspective.

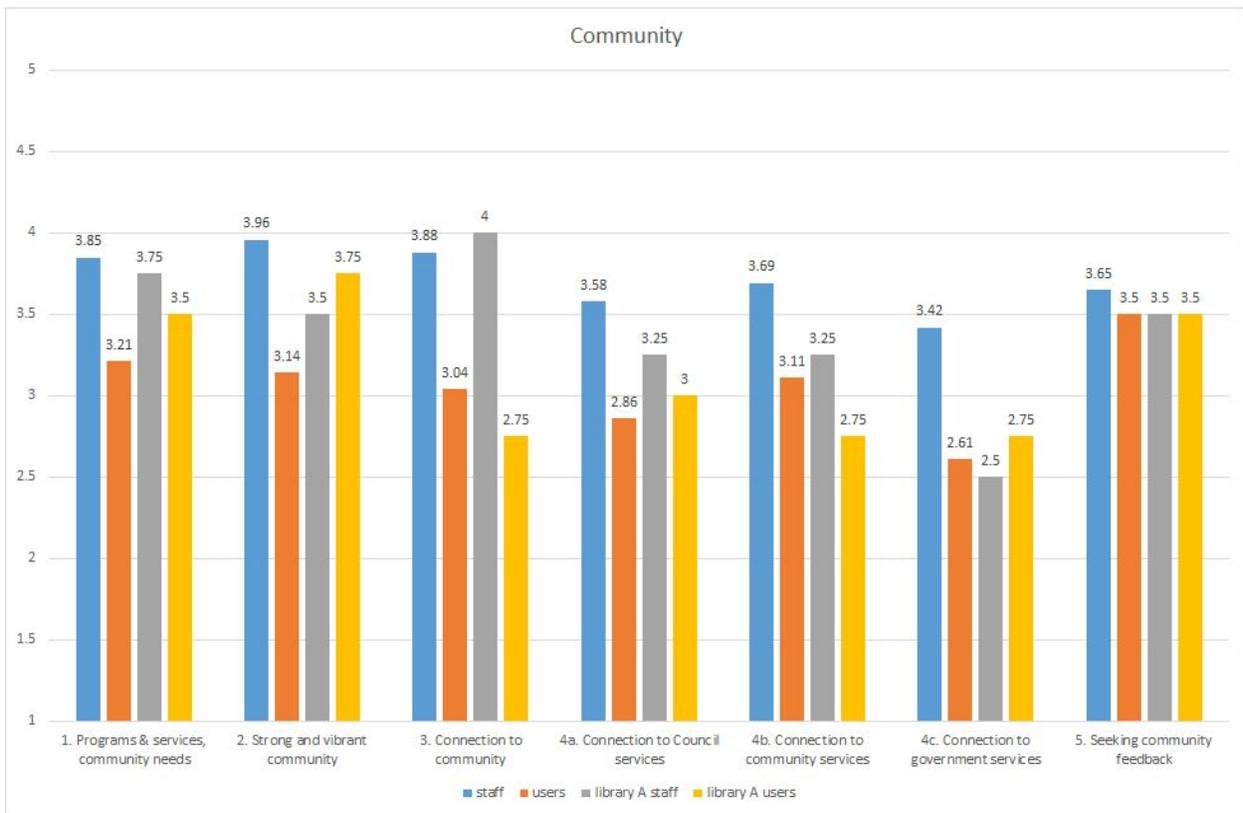
Gap Analysis

We undertook a gap analysis to evaluate the test survey data, which highlighted the differences between staff and patrons thoughts on library services.

Community

Focus areas: programs, sense of belonging, connection to services, engagement and feedback from users.

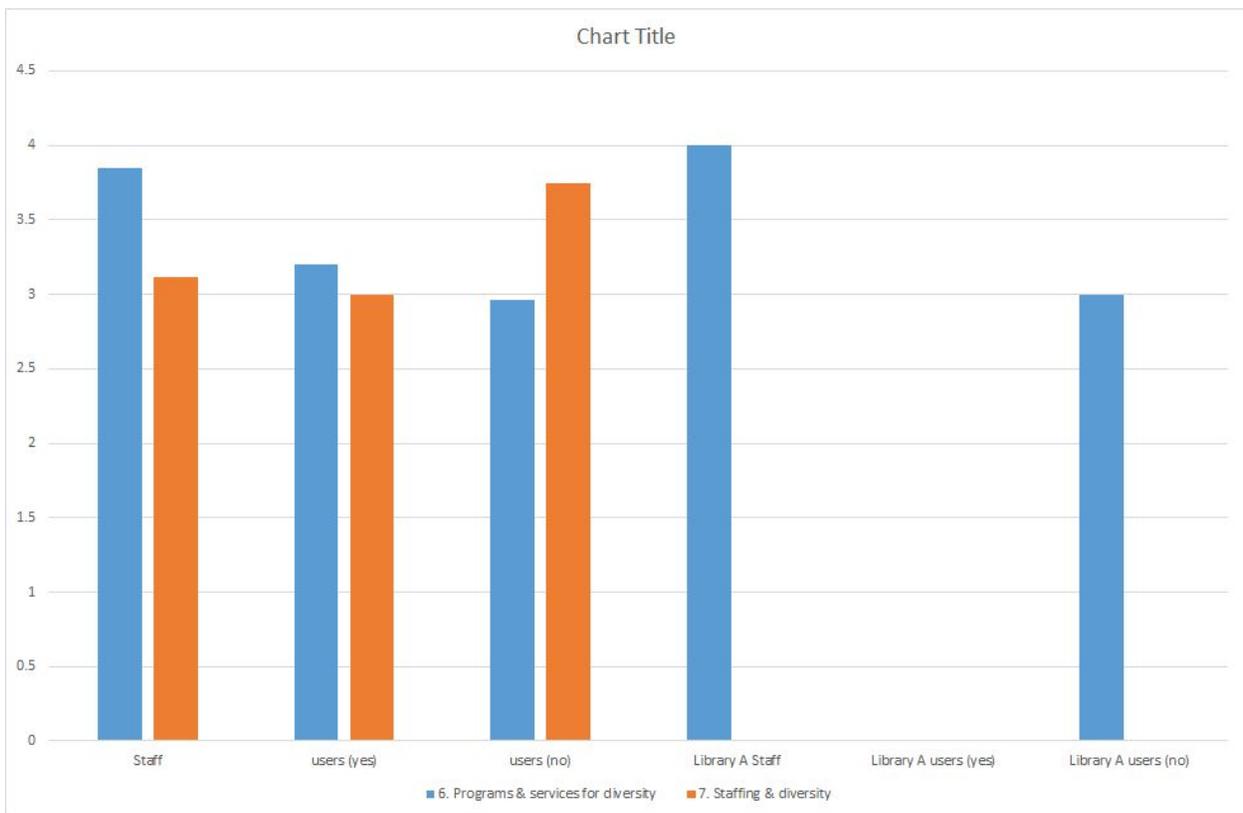
Results: The data clearly indicates some gaps in our connection to community and in the area of referrals particularly for government services.



Culture

Focus areas: culturally and linguistically diverse communities, subcultures, resources and services in languages other than English.

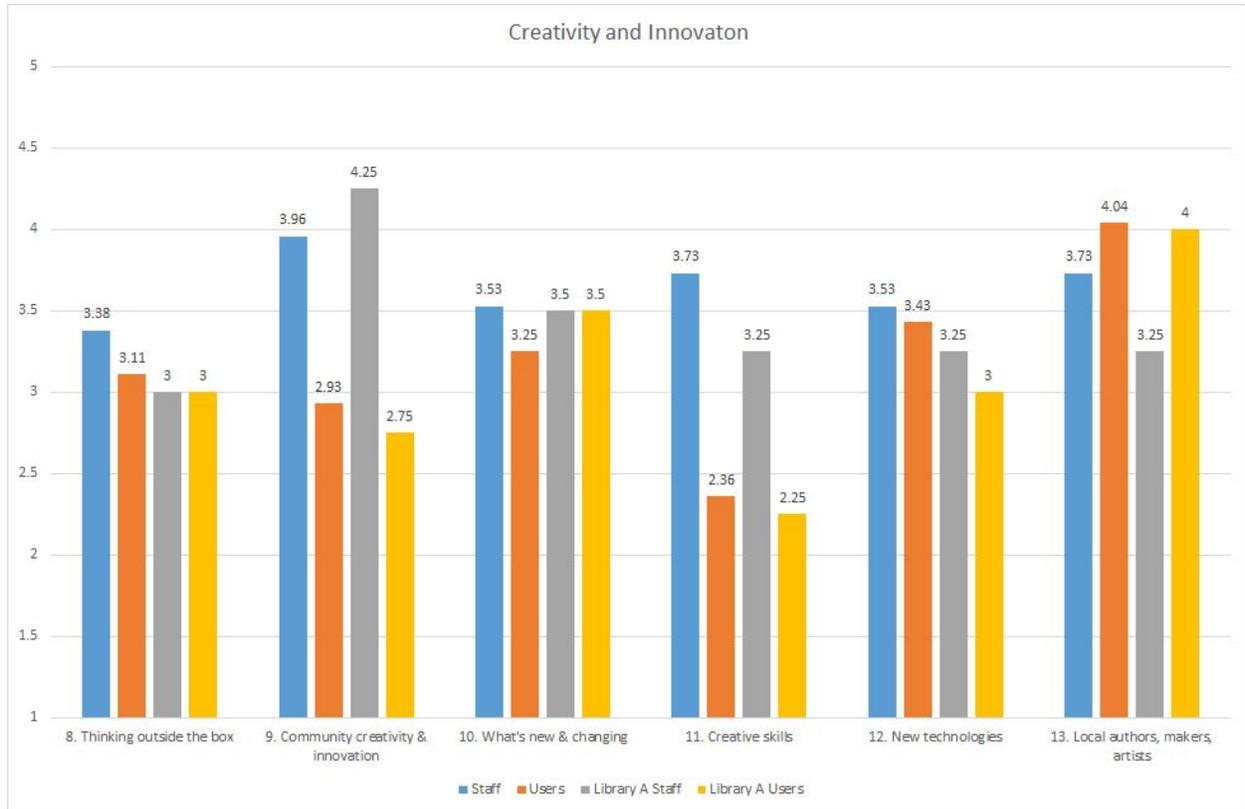
Results: It is difficult to draw any conclusions from this information as there is not enough evidence about which cultural group people identify with and the sample size is too small to make any valid conclusion.



Creation

Focus areas: innovation, emerging local and global trends, inventiveness, creative arts.

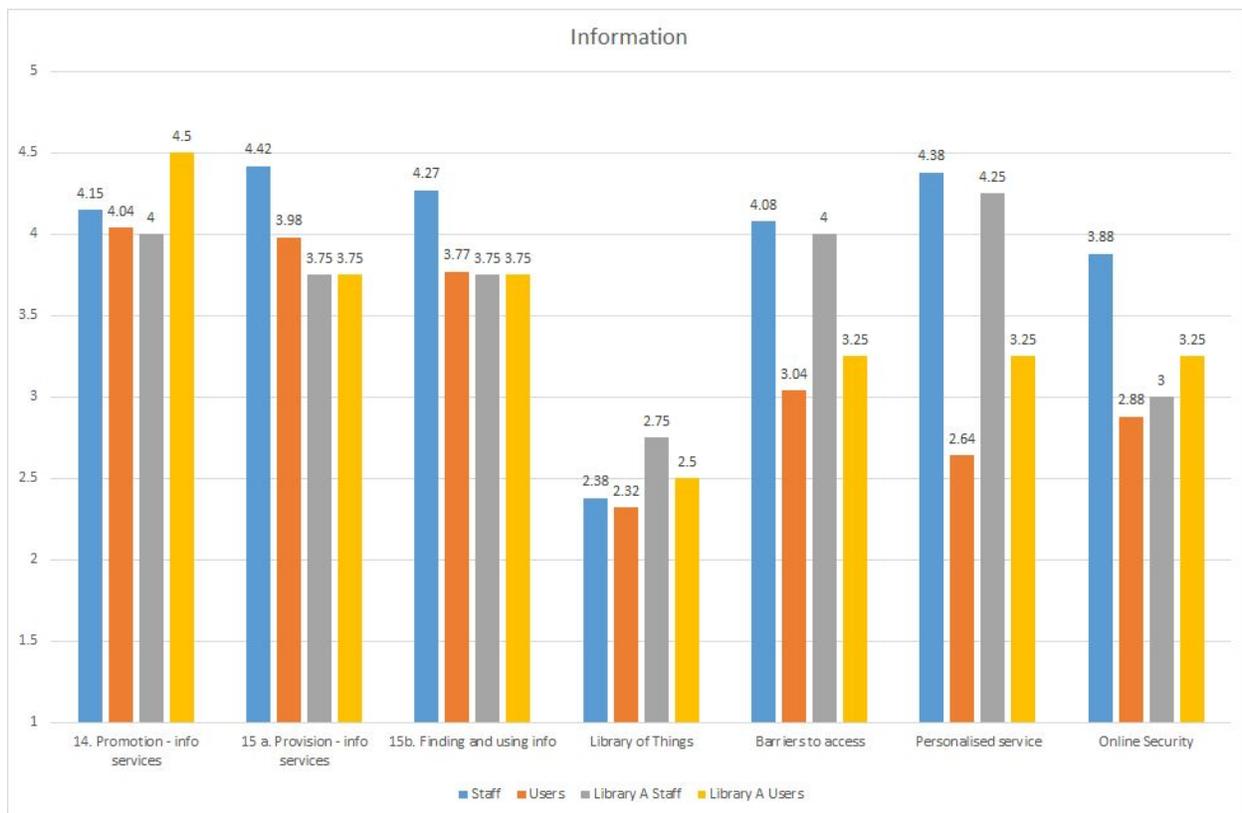
Results: Question 9 and 11 pertaining to the expression and sharing of creativity are showing low scores.



Information

Focus areas: information retrieval, information literacy, library of things, digital inclusion, recommendations (readers advisory), customer service.

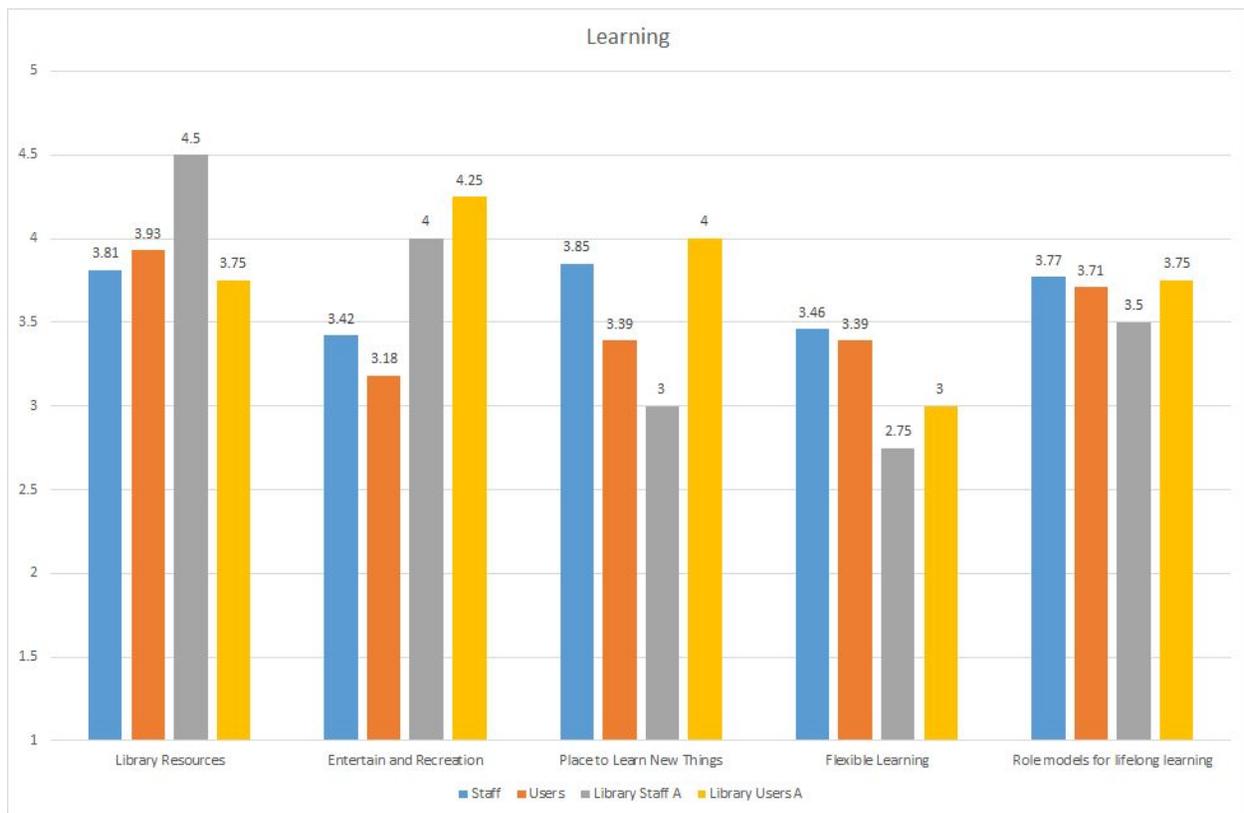
Results: Data from the information lens clearly shows there are many opportunities for improvement in our services in the areas of online security, digital inclusion, and providing a value-add personalised service to our community. Library of Things - a collection of “things” to borrow that are useful to your community also provides opportunities to support and strengthen your community.

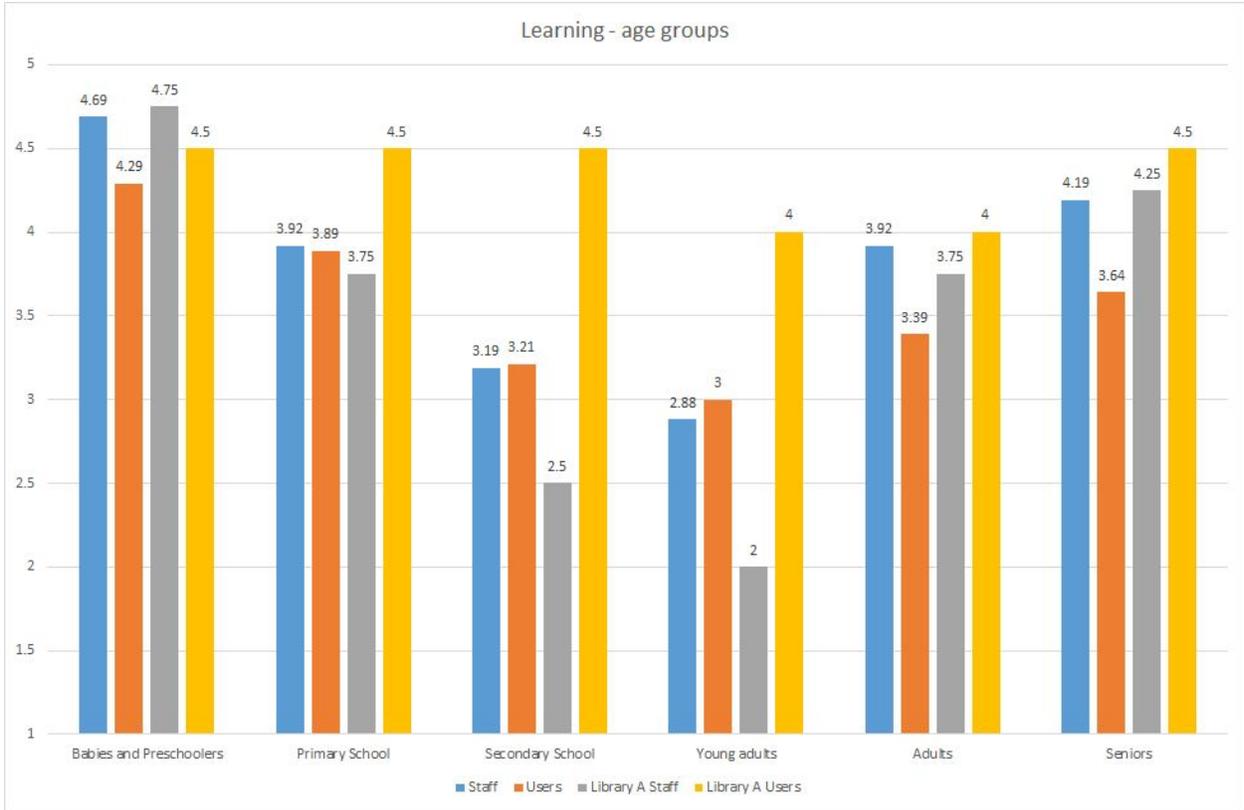


Learning

Focus areas: lifelong learning, outreach and partnerships with educational organisations, physical spaces, staff knowledge and expertise, curiosity

Results: In general libraries seem to do well in our traditional role in learning but there are opportunities to provide greater services to teenagers and young adults, and flexible learning spaces.

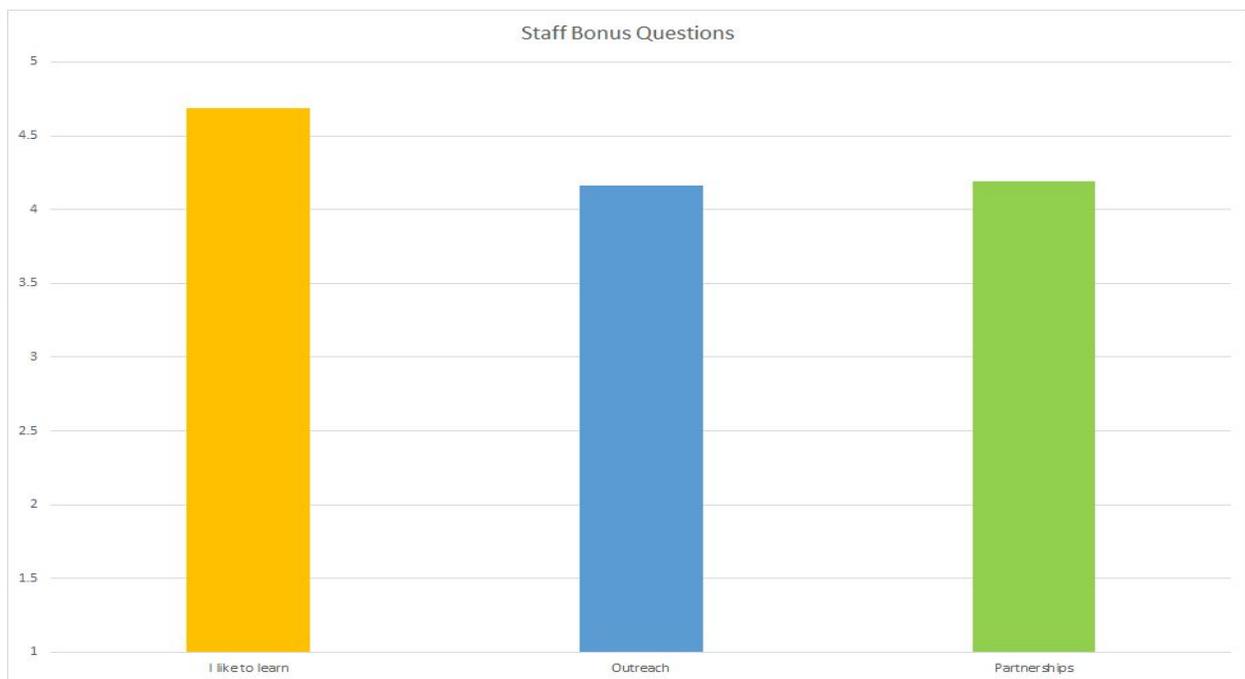




Staff Bonus Questions

Focus: learning, partnerships and outreach

Results: No useful conclusions can be drawn from the test data results. It is likely that with a larger sample from a single organisation, much more could be gained from these questions.



Modifications

Through the trial we received feedback from survey participants about the questions.

From this, the following minor changes were made to the survey:

- Questions with regard to specific community groups became less prescriptive: i.e. 'What cultural groups do you identify with?' became, 'Do you identify with any particular cultural groups? If so, which ones?'
- Questions about finding, accessing and using information were re-worded

(Please note: for the full pilot survey, data, and results, please contact the authors)

Reimagined experiences: Five examples

After libraries have collected and analysed the information garnered from the toolkit, how can you reimagine information services? This section includes five examples from public libraries that can be viewed through the lenses that received low scores in our pilot study.

Bringing maker communities together

Why?

Public libraries are fast becoming places for creative collaboration, innovation, and exploration within their communities. Makerspaces provide spaces where users can explore different types of technology for the first time, attend formal lessons, and use their new skills to create and make in library spaces.

The library as an active community builder is becoming more common, and new collaborative spaces present new opportunities. Makerspaces, for example, can be both a learning environment and a gathering place to swap knowledge, tools, and expertise. The 'maker' culture has been described as a 'technology-based extension of DIY culture'. These groups or individuals learn and cultivate new creative technology skills and apply them creatively, relishing any opportunity to invent or prototype something unique.

While libraries strive to play a significant role in content creation, makerspaces provide facilities for users to become creators themselves. Libraries can redefine their traditional offerings by providing flexible spaces that can grow and change, depending on the needs of users.

Having a library space full of expensive equipment may be outside of the scope of most library services, but providing spaces and opportunities for knowledge sharing and collaboration within communities is something that can be undertaken at little to no cost.

Who's doing it?

Melbourne Library Service: Maker Days

Melbourne Library Service hosted its first Maker meet-up in April of 2015. Called a 'Mini Make Day', it was a gathering of Melbourne Maker groups at the new Docklands Library. The concept was piloted as a chance for the public to meet the wider Maker community, and for that community to make connections with each other. On the day, there were a number of keynote speakers, as well as workshops (3D printing, electronics, woodwork, gaming and costuming), allowing attendees to get hands-on and learn new skills.

Attendees & stallholders at Mini Make Day included but were not limited to:

- Connected Community Hack Space
- Geek Girl Academy
- XYZ Workshop
- Melbourne Eastern Suburbs Hackers
- Solve Disability Solutions
- Quarries of Scred
- Ethno tekh

Stalls were set up with each group's latest achievements, including arduino based robots, wearable electronics, 3D printed costumes and props, independent game design, virtual reality and more. Attendees were able to go from one group to the other, asking questions and getting involved in maker projects.

The groups also had a chance to support and make connections amongst themselves, and many new alliances were made on the day.

Other examples

- **4th Floor:** Chattanooga Public Library, Tennessee, USA
1300 square metres of collaborative space (converted from storage space), with considerable budget. 3D printers, laser cutters, sewing machines, meeting space, audio production, zine library.
- **The Edge:** State Library of Queensland, Brisbane, QLD
A range of collaborative spaces, venues for hire, free access to hardware and software applications, workshops, activities, events, exhibitions, opportunities to develop creative practice and projects
- **MaKey MaKey Zone:** Hume Libraries
Run in existing library space, aimed at children aged 6 – 12, uses MaKey MaKey technology to turn everyday objects into fun and interactive learning tools

How can this work at my library service?

A small and inexpensive way to introduce maker technology in libraries is the Arduino or Raspberry Pi mini-computer units. An Arduino is a programmable circuit board that can be used to add interactivity to objects and projects. At around \$50 for a starter kit, they are a low-cost and fun way to introduce programming and electronics to the beginner.

These credit-card sized computer units plug into a computer and use a standard keyboard and mouse to program. The units can be programmed for learning and education. Some examples of projects built with an Arduino unit are: a remote control (for a vast array of projects), a scrolling sign, a data logger (e.g. temperature), a thermostat, a light dimmer, a colour-changing Christmas decoration.

A small amount of knowledge would be required for staff to run a program such as those mentioned above, however, these devices are known for their ease-of-use.

Library services with bigger budgets could invest in items such as 3D printers, electronics, craft and hardware supplies, etc. Creative spaces can also be taken offline, such as more traditional craft 'maker' activities such as scrapbooking and knitting.

Recommended reading

Boyle, E et. al. (2014). 'Creative Spaces in Public Libraries: a Toolkit'. A Shared Leadership Project. http://www.plvn.net.au/sites/default/files/creative_spaces_0.pdf

Britton, L. (2012). 'The Makings of Maker Spaces, Part 1: Space for Creation, Not Just Consumption - The Digital Shift'. The Digital Shift. <http://www.thedigitalshift.com/2012/10/public-services/the-makings-of-maker-spaces-part-1-space-for-creation-not-just-consumption/>

Rundle, H. (2013). 'Mission creep - a 3D printer will not save your library. It's Not About the Books'. Blog. <http://hughrundle.net/2013/01/02/mission-creep-a-3d-printer-will-not-save-your-library/>

Creative skills in library staff

Why?

The public library as a space for creation (art, craft, writing, 'making') is becoming increasingly common. Using the strengths, skills, and knowledge of existing staff can make the facilitation of creation achievable with minimal resources and on a manageable scale. While library staff may feel their library already provides opportunities for creative expression, the community may feel that those opportunities are actually quite rare.

Recruiting new staff can be seen as an opportunity gain additional non-traditional skills alongside those of librarianship. The skills recruited for will depend on what types of creation your service aims to facilitate.

In using the skills of existing staff, they do not need be an expert in a given creative area - rather, their role is a facilitator, bringing like minded people together and encouraging skill sharing by all involved. Creative programs provide opportunities for the public to express their creativity, and having them run by staff means more opportunities can be offered due to the low resourcing level required.

Who's doing it?

Yarra Libraries: Textile Studio Sessions and Crafternoons

Across 2015, Yarra Libraries piloted two creative programs facilitated by staff. The first was Textile Studios sessions, a 'lo-fi' sewing class run outside of library hours.

The Textile Studio concept emerged from the staff Buddy Program, where each staff member was paired with another in order to discover common interests or learning opportunities between themselves.

One buddy pair found they shared an interest in sewing and made use of the Carlton Library foyer on Friday mornings for six weeks. Partnering with a local fabric supplier and sourcing borrowed sewing machines from staff members and friends, Textile Studio participants were provided a simple sewing pattern in advance (available online) and attended the sessions to learn how to turn the patterns into functional items. Attendees

were also welcome to bring along their own projects to work on.

Textile Studios developed a loyal following during its pilot. Notable about the program was its deliberately small scale - the space only allowed for a small number of participants, as did the nature of the work, which required each person to have the space to use a sewing machine. The impact on library operations was minimal, as the sessions were run outside of library opening hours and in a space separate to the main library floor. Most importantly, the sessions were run by existing staff who made use of their particular skills to facilitate the sessions.

Other examples

Staff can facilitate a huge range of creative programs and foster different creative communities. Two unique examples of staff facilitated creation:

- Origami Club at Port Phillip Library Service
- Adobe Photoshop classes at Geelong Regional Library Service

Recruiting for specific skill sets:

- Melbourne Library Service recently recruited staff with skills in filmmaking, music production, 3D printing and graphic design. In doing this, they set themselves up with the internal resources necessary to provide information services that facilitate creation, as well as widening the knowledge base of staff as a whole.

How can this work at my library service?

In order to fully make use of the skills and interests of staff, it is crucial to have an awareness of what those skills and interests are. Gaining this awareness may be as simple as surveying staff: listing a number of different creative domains - visual art, craft, filmmaking, writing, publishing, to name but a few - and asking staff in which, if any, they have interest or skills. Based on this evidence and discussions with relevant staff, pilot programs can be run to gauge both staff suitability and public interest.

As demonstrated in the two main examples above, staff facilitation of creative activities can occur on a very small scale and need not use extensive resources; indeed, it may be most effective when run on a small scale.

Recruiting for specific creative skills sets will obviously have wider implications. The decision to dedicate an entire position to the facilitation of creative programs is not a light one, and larger scale programs and resources are to be expected, as is a high level of skill and knowledge on the part of the candidate. However, such a decision is proactive and bold one that will ensure your library service provides the creative outlets that the community is seeking.

Recommended reading

Susan E. Thomas Anne E. Leonard , (2014),"Interdisciplinary librarians: self-reported non-LIS scholarship and creative work", *Library Management*, Vol. 35 Issue 8/9 pp. 547 – 557

<http://www.emeraldinsight.com/doi/abs/10.1108/LM-02-2014-0030>

Leanne Bowler, 'Creativity through "maker" experiences and design thinking in the education of librarians, *Knowledge Quest* June 2014

<http://d-scholarship.pitt.edu/21962/>

Caleb Domsy, 'Libraries as creative spaces', *Feliciter* April 2013

<http://library.sd.gov/LIB/DEV/training/institute/2013/files/ASP-LibrariesAsCreativeSpaces-2013.pdf>

Marginalised individuals and groups

Why?

When considering service engagement with marginalised groups, the concept that 'one size fits few' may be appropriate. Costs and complexities – including the costs of specialised staff or equipment, additional time requirements, limited knowledge about local marginalised group needs, or being unsure how or where to use or purchase required tools – can influence how marginalised groups experience service provision in the library. Libraries are faced with complicated decisions as to where and how to allocate resources on an equitable basis across the whole of the community served. Yet the number of patrons visiting is vast, with over 112 million customer visiting a public library in Australia from 2012 to 2013. This represents multiple demands upon the library service.

Who's doing it?

Geelong Regional Libraries: iPads and Tech (*Introduction to iPad Accessibility Features, Ocean Grove Library*)

Communication aids for persons with a disability, or for seniors, can often be prohibitively expensive. Where the patron is not eligible for cost reduction they may simply 'go without'. This session is aimed around increasing awareness of how iPads can operate as aids for patrons who may experience speech, communication, or eyesight impairments using inbuilt features and free apps. A small session with strictly limited numbers encourages group sharing and builds comfort in the library space. Offered in collaboration with City of Greater Geelong Disability Services, the session using in-branch staff skills with collateral organised through City of Greater Geelong Council.

Other examples

- Hunter Homeless Connect Day: Newcastle Region Library, as part of coalition with community partners. Provides a one-stop-shop of services in a welcoming and respectful environment for people in tough times. Held every year during national Homeless Persons Week in August, with over 70 non-government and government services involved. This champions the role of the library as a place of shelter and safety, demonstrates resources and collections available, and the

availability of tech/information/internet; and raises awareness and familiarity of staff. For more information: <http://www.hunterhomelessconnect.org.au/about>

- After hours visits: Vancouver Public Library (Central Branch). Offers after hour visits where marginalised groups can attend the library, gain membership without having to provide an address, and share their stories. Developed through partnerships with community service providers for local marginalised community members including homeless people or sex workers. For more information: http://www.libraries.vic.gov.au/downloads/Margery_C_Ramsay_and_Barrett_Reid_Scholarship_Reports/programs_partnerships_placemaking_catherine_killmier_w eb.pdf

How can this work at my library service?

Raise the comfort of marginalised groups in the library space by exploring options for mentorship, tours, and flexible spaces. Involve marginalised groups with the library; work directly with these groups, and their organisations to identify barriers and needs. Develop and implement plan that realistically looks at whether changes can be supported and identify times, locations, and resources that work with your environment, patron base, budget, and skills.

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Library of Things; non-traditional borrowing in libraries

Why?

Libraries have always been places where the sharing of resources is the primary function. Over time the traditional idea of library collections has evolved in response to community trends. Library of Things presents an opportunity to meet the needs of the community in new and exciting ways. It contributes to learning and creativity, and strengthens community because it provides access to 'items' which are useful and needed but where constraints such as costs, space, or intermittent use are barriers.

Who's doing it?

Sacramento Public Library: Library of Things

As per the original Library of Things concept, which began in Berlin, Sacramento Public Library's Library of Things is based on the realities of living in a modern urban society where space and cost are a barrier to owning an item that may be needed only occasionally, and where previously such items would be borrowed and shared with family, neighbours and friends. The idea behind Sacramento's Library of Things is to have items that will improve people's lives and contribute to creativity and innovation.

The library sought a grant to start their Library of Things collection, with an initial budget of \$4500 and community donations to enable the acquisition of Things. The public were invited to vote via an online system and this information was used to decide what to purchase. Subsequent rounds of voting have seen the collection of things grow to over 140 items.

The collection includes:

- Board and video games,
- Musical instruments (a keyboard, drums, ukuleles, guitars),
- Crafting resources (sewing machines, overlocker, badge maker, screen printer, laminator)
- Technology resources (GoPro, professional graphics tablet, projector)
- Bike Repair Station (in library use only)
- 3D scanner (in library use only)

Library users are able to borrow only one Thing at a time and have that item three weeks with an additional six renewals, unless the items are on hold for someone else.

Sacramento Public Library have also developed a Library of Things lending agreement, which states the conditions under which the public are allowed to borrow a thing. The agreement must be signed in the presence of a staff member. Some of the agreements include:

- Must be a minimum of 18 years old except to borrow games
- Have a library card
- Validate their identity and address
- Agree to pay for repair and replacement of the Thing if it is lost or damaged
- Pay overdue fines at the specified rate for late returns
- Waive rights to sue should anything go wrong with the Thing

Other examples

- Surfboards, frisbees - West Gippsland Libraries
- Powermate energy meters - Monash Public Library Service
- Artwork - Frankston City Library
- Cake pans - Mesa Stuff-brary, Arizona
- Tools - Berkeley Public Library, California
- Food dehydrator, ice cream maker, deep fryer - Hillsboro Public Library, Oregon

How can this work at my library service?

- Determine community need to shape the direction of your Library of Things
- Seek ideas and feedback from your community
- Determine budget but look for grants, partnerships opportunities with businesses, and donations from the public
- Start small and build your collection over time
- Develop clear policies and procedures, which determine use for both staff and the public
- Promote in the media
- Ensure you have traditional resources (books, DVDs, classes) that support Library of Things items

Recommended Reading

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Staying Safe Online

Why?

With more and more activities and transactions occurring online there is a need for people to be able to access current, reliable information about how to keep your devices and personal information secure.

While many libraries are participating in programs such as eSmart Libraries and Stay Smart Online Week, our initial survey results indicate that some users are not aware of the role we play in this domain.

Customers also have a broadening range of needs (people using the Internet for the first time through to hackers and those in business). There are opportunities for libraries to provide support in regards to eSafety across the spectrum of digital literacy which may appeal to students and young adults.

Who's doing it?

Various library services: Cryptoparties

A number of libraries including Melbourne Library Service are participating in this grassroots movement that explores and teaches the basics of internet privacy to interested citizens. With the introduction of the Telecommunications (Interception and Access) Amendment (Data Retention) Act 2015, many people in the community are keen to learn more about the implications of this law change, especially in regards to what is metadata and the options that are available to them in order to ensure their privacy online. The following tools are recommended:

Tor - a network of servers that help people to improve their privacy by using virtual tunnels (also called relays or onion layers). Their logo is shaped like an onion which is apt because layers of information about user location and other factors are stripped and new ones are added as the file travels through different servers. It can be downloaded as a browser from www.torproject.org

PGP - Pretty Good Privacy is a data encryption/decryption protocol that can be used for

emails (excluding subject line and 'from' and 'to' addresses). The sender and recipient both need to be using keys (private and public) to verify each other's identity and to be able to encrypt and decrypt files. An open source version of PGP is available for free at [GNU Privacy Guard \(GnuPG\)](#) which then can be used in conjunction with Thunderbird mail client and the Engimail add-on.

OTR - Off-the-Record is another encryption process that provides privacy. There are a number of messaging platforms that support OTR including Adium (OS X), Chat Secure (Android and iOS), and Jitsi (cross-platform).

Cryptoparties also encourage intergenerational sharing of knowledge and skills in a group context as everyone learns together and experiments with these tools in a supportive environment.

Other examples

Community outreaches: Monash Public Library Service has shared cybersafety messages to students and their parents within schools by embedding the learnings into authentic situations such as gaming and through partnering with teachers and parents.

Programs for seniors: Mitchell Library Services embeds online safety advice through their Tech Savvy Seniors program which is targeted at one of the most vulnerable groups.

Online safety checklist: Brimbank Libraries is currently developing a privacy audit for users to assess their behaviour which ensures they are aware of how to protect identities in cyberspace.

How can this work at my library service?

- Tap into the knowledge and skills of staff and the wider community (especially online) to organise a cryptoparty
- Ensure that your library website forms and LMS are https:// enabled in order to protect user data
- Set strong password requirements for library accounts (including numbers, symbols, capital and lowercase letters)
- Encourage staff and community to sign up for the Stay Smart Online Alert Service

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- Embed relevant eSafety advice into all technology programs

Recommended Reading

Library Freedom Project <https://libraryfreedomproject.org/>

eSmart Libraries <https://esmartlibraries.org.au>

Crypto party craze: Australians learning encryption to hide data from criminals and governments as digital arms race heats up

<http://www.abc.net.au/news/2015-06-04/crypto-party-craze:-push-for-privacy-in-the-post-snowden-era/6521408>

Other opportunities for reimagining

This report provides a number of different aspects for reimagining information services. However, there are some areas that were outside the scope for this project that should also be considered when engaging in the reimagination process.

These include:

- Online presence and experience: website usability and accessibility, electronic resources, online communities including social media
- Gaming: online and tabletop
- Local and family history including preservation of archival content
- Exhibitions of works (both virtual and in real life)
- Role of local businesses and other organisations/individuals in formalising partnerships
- The role of big data in shaping decision making processes regarding purchasing and readers advisory style recommendations
- The structure of library teams to include a cross-section of specialisations
- Bookless libraries
- Collection development and management policies (for physical and electronic items)
- General marketing and advocacy for issues that impact libraries including copyright

Remember that information services are an ever-evolving mix of services, skills, and activities. The most crucial aspect is that your service is willing to experiment outside of traditional offerings in order to be at the forefront of positive change within the community.

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