

Ashley Middleton  
Cohort 2  
July 25, 2016

Community Module Update

## Library Card Toolkit

---

I will be designing a new patron education course for New Lenox Public Library.

I want to develop a friendly space patrons can access from the library, from home, and after hours if they have questions. I want this space to help patrons “meet” staff at their own comfort level, and be more comfortable asking us questions in person.

**Marketing:** “Your library card is your access point to the rest of the world.

Learn basics and tricks for searching our catalog, how to sign up for programs and study rooms, where different subjects and media can be found around the library, what technology is available to you in the Digital Media Lab, what our staff does for you every day, and more.

This Toolkit will show you how to access the media and research you need, and how New Lenox Library can help you reach resources you might not have known are at your fingertips.”

### Needs Assessment & Instructional Goals

---

Patrons must:

- Know the library exists 😊
- Have basic computer skills (clicking links, scrolling, watching videos, typing, and possibly switching between multiple open browser tabs)
- Have 5-10 minutes to spend on each lesson (though I will try to break down my writing to be scanned for those trying to find information quickly)

Patrons do not need to:

- Already have a library card, or know how to get one
- Know which library district they belong to (I will be going over that in the toolkit, and linking to the library districts that border our own)
- Know how libraries work
- Know the layout of the library

### Extant Materials

---

We have tutorials available for e-readers and technology in the Digital Media Lab, as well as policies (how to sign up for a card, checkout limits, etc.) that I will be pulling lessons from. Everything else will be built from the ground up.

## Teacher

---

I'm going to be the one building the training overall, but will be involving other staff in training that focuses on their specialties as needed (ILLs, youth databases, programming, etc.) to make sure processes are correct, and to showcase our staff and promote good customer service.

## Instructional Goals Statement: Why the Library Card Toolkit?

---

Patrons need to know these planned concepts/skills to use their library membership to its fullest potential. When even seasoned cardholders don't know how to search the catalog or that they can place holds on media online, we need to do something more to help. We need to help patrons where they are, which means having 24/7 access. If they eventually become more involved in the library, fantastic! If not, we're at least helping them improve their life through an accessible, friendly source that is available even when the library is closed.

**Obtaining Consensus:** Consensus from the managerial team and administration will be obtained through demonstrations of the material at key milestones (completed topics). It's often much simpler to show examples after they're built to gain consensus, and tweak any issues from there, than to get it from just talking about ideas and possibilities. However, I am also including certain key staff during the development process to make sure the Toolkit stays on track.

**Goal Analysis:** The goals are more qualitative than quantitative, though I may put thumbs up/thumbs down feedback buttons on each page to quickly access whether patrons thought it was helpful. An end-of-toolkit "yay, you've finished!" certificate and quick survey will help us get feedback on the website, and staff conversations with patrons will also let us know if it's helpful.

## Instructional Analysis

---

### Library Card Basics

---

- **Shallow dive into what services having a card gets you (video and transcript):** access to materials from our library, partner libraries, ILLs; ebooks and emagazines; database access; access to programs; Digital Media Lab
- **Why library cards expire and need renewing (illustrated article):** graphic showing where to find the date on their card, write very briefly about why things expire (because we need to keep track of how many people actively use the library)
- **What their PIN number is (illustrated article):** graphic showing the last four digitals of each card, which is the PIN, explaining that you need that to log in to certain systems (our public computers, Lynda.com, catalog, etc)

### Finding & Borrowing Library Materials

---

- **Searching the Catalog (video and transcript):** Bite-size screencasts with scannable written transcripts below
  - Logging in with your New Lenox Library card
    - What do I do if I belong to another library?
  - Finding items and using facets in PrairieCat/Encore
    - Starting at our website, [newlenoxlibrary.org](http://newlenoxlibrary.org), basic search
    - Overview of the search page
      - Search box
      - Facets
      - Results
      - Media items' descriptions
      - Footer
    - Narrowing by:
      - Format
      - Genre
      - Library
      - Found In
      - Language
      - Tag
      - Publish Date
    - Sorting by relevance, date, or title
    - Related searches
    - Advanced search
    - Media item's description page
      - Basic book information
      - Click on book for more information
      - Actions that you can do (request it, additional actions)
    - Footer
      - Recent searches
      - Languages

- Search tools
- Library links
- Requesting items for hold
  - New Lenox items
  - Other libraries' items
  - Where the Hold Shelf is
- Interlibrary Loans
  - How to find the form
  - What each form input means
  - What we do once we get the request (interview with our ILL staff)
- **Checking out physical items (video and transcript):** Video will cover where our checkout desk is, and how to use our self-checkout machines
- *(Digital items will eventually be covered, but I won't go over it for D4L due to time constraints)*

### Registering for Programs & Events

---

- Finding Programs in our Guides and on the Website (video and transcript)
- Registering for Programs through Evanced (screencast and transcript)
- Why we ask people to register
- Please call us if you have to cancel
- If you're interested in presenting at the library; we plan 3-6 months in advance

### Reserving Rooms & the Collaboration Cart

---

- Reserving the Study Rooms: Where to go (adult services), what you need (photo id)
- Using the Collaboration Cart: What the CC is, what you can use it for, how to reserve it
- Reserving the Meeting Rooms: What meeting rooms are for, policies, rental agreement, who to talk to (Amy)

### Meet the Library

---

Not sure if I can complete this part for D4L, but I'm going to try. I might have to choose between this and digital items, but I'd really like to highlight the library staff and what we do. I might ask our local community channel to help me with this.

- The Library Departments

- Administration
  - Short welcoming video interview with our Director
  - Short introduction to rest of Admin team
- What is a Librarian? Jobs at the Library
  - Masters of Library & Information Science
  - Different staff positions and jobs
- Circulation Department (Two short videos broken down into the following parts)
  - Video Tour of Circulation
  - What Circulation staff does
    - Check in and check out books
    - Mark things for repairs
    - Hold shelf
    - Putting books back
    - Etc.
- Youth Services Department (Two short videos broken down into the following parts)
  - Video Tour of Youth Services
  - What Youth Services does
    - Reference
    - Computer help
    - Programming
    - Ordering
    - Organizing
    - Etc.
- Adult Services Department (Two short videos broken down into the following parts)
  - Video Tour of Adult Services
  - What Adult Services does
    - Reference
    - Computer help

- Programming
  - Ordering
  - Organizing
  - Study room booking
  - Digital Media Lab
  - Etc.
- Technical Services Department (One short video broken down into the following parts)
    - Video Tour of Technical Services
    - What Tech Services does
      - Receiving
      - Cataloging
      - Repairing
      - Etc.

## Entry Behavior & Learning Characteristics

---

### Learning Characteristics

---

Because this is focusing on our entire public library district’s potential cardholders, our ages and backgrounds vary widely. I will be focused on teenagers, adults, and seniors. (Any information about children’s media and programs will be geared towards their guardians.)

### Entry Behavior

---

Learners will self-select themselves into the program, but must be motivated to do so. They need to be curious about the library, want to find information and library items, and want to engage in library services. They most likely already have a library card, but are either new to the library or curious about what they may be missing.

## Learning Outcomes & Motivating Learners

---

### Learning Outcomes

---

Learners will be able to do the following, but will not be quizzed or asked to demonstrate skills.

- Know when their library cards “expire,” and why
- Know what their PIN number is

- Know how to login to their catalog account
- Find items in our catalog
- Place holds on items from our library as well as others in our consortium
- Request interlibrary loans
- Request a media item purchase
- Check out items at the Circulation counter or through self-checkout
- Know what each library department does
- Know where to find each department, and materials within those departments
- Know how to book meeting rooms and study rooms
- Know what technology is available to them in Youth and Adult Services
- Know how to register for programs
- Know where our Friends of the Library Book Sale and Café are

### **Motivating Learners & Marketing**

---

Patrons must be motivated to learn more about what their library can offer them; their reward is accessing more than they may have thought possible to enrich and improve their lives, which is very personal. Learners will receive a flier about this Toolkit when they sign up for a new card or update their old card. We will be sharing this Toolkit on our website and through social media, and will have handouts that staff can share with patrons, and on our community center boards. I might be able to add shortcuts to our Tech Center computer desktops. I will also hopefully be “adopting” our holds for one or two months per year, when bookmarks promoting the Toolkit will be tucked into each item placed on the hold shelf.

### **Planning Instructional Strategies**

---

#### **Information Presentation**

---

This will be built as a simple mini-website with text and video, within our larger library website.

#### **Learner Participation**

---

Learners will be self-motivated, clicking through topics as needed on their own time. This can be accessed from inside or outside the library.

#### **Testing/Assessment**

---

No formal assessments will be necessary. We will be informally assessing learner success/failure through staff/patron interactions and surveys. I may put a quick feedback tool on the toolkit website, and will likely have my email address available if patrons need to ask a direct question.

I am also considering short quizzes so the patrons receive assurance that they have learned a concept. Each quiz might be entered into a raffle for a monthly or quarterly prize (possibly a local gift card). Rewards may be important because students self-select into this informal learning environment because they need a short answer to a question; they receive no course credit or career continuing education, so motivation for going through the entire course will likely be low.

### Follow-Through Activities

---

These lessons are the foundations of library usage, so I am hoping for increased patron usage of our library, including an increase in consortium book holds, interlibrary loans, book requests, and database usage.

### Community

---

This is an online course for an already-established, mature offline community with continual new membership. My primary goals are increased comfort in use of the library, as well as an increase in number of patrons using the library. Both can be evaluated online (social media interactions, possibly a moderated help forum, statistics on web and database usage) and offline (face-to-face interactions with staff and increased program attendance).

### Formative Evaluation

---

Patron feedback will be integral to evaluating the Library Card Toolkit. I hope to use a combination of in-person and online feedback. This may take the form of informal conversation, formal user experience testing, print surveys, quick online feedback (thumbs up/thumbs down), and online surveys.