Introduce yourself

- Public
- School
- College
Project overview

June 2011: pilot project launched

Two distinct projects funded:
• Training for staff and library customers
• Circulating eReader devices
What type of libraries participated?

• Middle school and high school libraries
• Community college libraries
• Large public library system
• Small and medium size stand alone libraries
Training pilot project

• 2 college libraries
• 8 public libraries
• 1 school district
Circulation pilot project

- 2 community college libraries
- 2 public libraries (small and medium)
- 2 middle school libraries
- 3 high school libraries
Sharing of information

• Held several online meetings
• One orientation for project participants
• Two webinars intended to share with librarians what was happening and allow them to ask questions
Training

What was learned?
Staff training

• Have library administration clearly communicate that learning these eReaders devices is not optional, but essential.

• Develop a pre-test to determine what level various staff know.

• Schedule several designated training times.
Staff training

• Do group and individual training sessions if possible.

• Develop a staff expert as a resource—but don’t allow that person to be the only one who can answer questions.

• Having each one teach one model was the least successful training model
Basic skills to master

- Turning on and off the device
- Learning how to navigate the device
- Downloading content
- Navigating within a specific title
Training your customers

• Recruit and train adult volunteers to assist at public training events

• Before handling a customer’s personal device, ask permission to demonstrate on it
Training your customers

• Group trainings can be good for overviews, the smaller the group the better.

• A quick reference sheet for each of the most popular eReaders devices should cover basic operations, downloading and management of titles.
What was learned?
Purchasing eReaders

Understand what you are trying to accomplish by purchasing eReaders: That will determine what you buy.
Circulating devices

- The case in which the device circulates is extremely important!
  - “bomb proof”
  - Easily cleaned

- Develop your policies and procedures—and then be prepared to go back and modify them to better fit your individual circumstances
Circulating devices

• Strategize how to manage high demand
• Consider shortening circulation time—one week maximum
• Renewals won’t be possible at first
Essentials

• Document everything
• Purchase additional power cords and cases since they require frequent replacing due to loss and damage
• Plan for the space and time it will take to charge the devices’ batteries
Essentials

- Require a password on all devices to prevent unauthorized purchase of materials
- Allow time for staff to check devices to see if patrons have added or deleted materials.
- Add custom wallpaper to your eReaders in case other identifying marks are removed.
Patron requests

Decide ahead of time how the library will approach these.

Example:

• One library bought one new title per week
• Another library conscientiously downloaded B & N’s free Friday title.
Collection development

• Select both fiction and nonfiction titles
• It’s better to put an entire series on one device rather than split the series up among devices
• Genre devices work well: all mysteries, all suspense, all romance…
Children and Young adults

- At what age will youth be allowed to check out the device?
- Will the library purchase devices with collections aimed specifically at youth?
Cataloging

- Catalog multiple titles loaded on a device so that they can each be found individually.
- When adding a copy to a title, add the eReader and its identifying number to the description so that it shows up under a keyword search.
Replacement costs

Realize that replacement costs for an eReader device can be equivalent to replacement costs for a pricey art book title.
Summary

Benefit from others experience.

Then DIVE in!