

APPENDIX VI

PROVEN PRACTICES

PROVEN PRACTICE: Integrating Electronic Resources into Curriculum

Program: Teaching with Innovative Style & Technology (TWIST)

Organization: University of Iowa Libraries, Iowa City, IA 52242

Contact Information: Ericka A. Raber, Instruction Librarian, Instructional Services Department, Main Library, email: ericka-raber@uiowa.edu

Description: A collaborative approach between librarians and faculty to integrate library information resources into academic courses. A librarian is paired with a faculty member to develop a course-specific resource page that will lead students to high-quality electronic resources related to the course subject. Librarians may also serve as research consultants for the class and they may give course presentations to demonstrate the resource page or the use of databases provided on the course resource page.

A call for application to participate in the TWIST program is sent out to faculty and then a librarian is identified to work with the faculty member as a partner. There is an initial consultation between the librarian and the faculty member to discuss course content, resource needs, website design, training needs, pedagogical issues, copyright and student privacy. Each librarian is provided with a guide for topics of discussion with the faculty member – e.g., Highlights for the TWIST Librarian-Faculty Meeting.

This program was initiated in 1996 as a pilot project with librarians working with a small number of faculty in one academic department. Since that time, this collaboration has grown into a successful model known as “TWISTed Pairs” with over 170 librarian/faculty partners to create over 500 course websites with the resource pages identifying electronic resources and providing a content-rich interactive learning experience for students. Additionally, the TWIST website provides *tutorials* for faculty and provides links to other university resources and Internet resources on topics such as Evaluating Information, Copyright and Fair Use Guidelines.

Critical Success Factors: 1) using a pilot project approach permits librarians to develop knowledge, skill and methods that will work best for the librarian/s and faculty/teachers; 2) flexibility in adapting resources and presentation to the needs of the course, faculty and students; 3) willingness to draw on existing web pages and resources to develop appropriate materials.

Website: <http://twist.lib.uiowa.edu>. The website provides an overview of the program as well as forms, questions and issues to discuss with faculty, access to course listings and the course syllabus, and a resources and tools page.

Related Key Recommendations: 1) Collaboration and Leveraging; 2) Training.

PROVEN PRACTICE: Training Volunteers to Train People in the Community to Use the Internet, the online library catalog, and databases.

Program: INFOTRACKERS Volunteer Training Program

Organization: Kitsap Regional Library, 1301 Sylvan Way, Bremerton, WA. 98310.

Contact Information: Karen Miller, Kitsap Regional Library, email: kmiller@krl.org

Description: The Infotrackers Volunteer Training Program provides training to volunteers from the community who in turn teach others how to use the World Wide Web, email, and the online library catalog.

Infotrackers Volunteers are given a 4-hour orientation and training session so that they will learn how to train people to unlock the doors to the vast store of information on the Internet. Volunteers are also given the necessary information to help them meet the responsibility of representing Kitsap Regional Library. The Infotrackers program is geared for recruiting trainers who already have a fair amount of experience with computers.

Volunteers for the program are expected to teach at least 4 public classes approximately an hour and a half long at a branch library. The three class subject areas (one taught per class) are: WWW, email, and library catalog/periodicals searching skills. Class size is between 4-6 people and the times of the classes are by mutual agreement between the volunteer and the branch library where the class is taught. Many branch libraries have periods in the morning when the site is not open to the public, which is ideal for teaching. Also, early evening and Saturdays are popular times for classes to accommodate people's work schedules. The program offers approximately 16 classes at different branches each month taught by volunteers.

The website provides Infotrackers Volunteers with support and supplemental materials for their training sessions, but anyone interested in learning more about the electronic information environment is welcome to surf the site.

Attendance in the Infotracker Trainer classes is by confirmed sign-up-- the maximum capacity is eight. The Library offers this training for trainers four times a year. This program was established in 1997 and has had over 50 volunteers participating, some regularly and some for brief periods. The volunteers come from throughout the community and many are retirees, while others are housewives, and business people.

This website has a number of pages that would be useful to any library or library consortium considering a similar program. There are pages on Teaching Tips for the WWW, Catalog, Database, and Basic Computer classes as well as handouts for each of the four subjects the volunteers teach. Additionally there is a description of the program, and the desired background of volunteers, and an application form.

Critical Success Factors: Frequent and visible contacts in the community through the libraries, schools, etc. to interest individuals in volunteering. Flexibility in scheduling the classes taught by volunteers, and quality support materials to assist the volunteers in their teaching.

Website: <http://infotrackers.krl.org>.

Related Key Recommendation: 1) Training, 2) Collaboration and Leveraging, 3) Awareness.

PROVEN PRACTICE: Increase the information literacy of students in the county by librarians working in partnership with local schools to connect students and educators with the critical information resources of the public library.

Program: School Corps

Organization: Multnomah County Library, Portland Oregon

Contact Information: Jackie Partch, School Corps Team Leader. Email: jacquelp@multcolib.org

Description: The School Corps is an outreach program that supports the curriculum and increases student and faculty awareness of and use of print and electronic information resources available through the public library. The School Corps librarians from the Multnomah County Library offer several services/programs. An early project involved registering as many elementary school students as possible with library cards by mailing letters and posters to public and private school inviting them to take part in a contest. 103 schools signed up to participate and four schools registered 100% of their students while the fifth had 99.44% register. A similar program for middle and high school students called "Get Carded," resulted in 11,000 new library cards issued and these were used almost 42,000 times over 9 months.

An ongoing and major program of the School Corp is for the librarians to visit classrooms teaching skills for using the online catalog, navigating library databases, and other web resources. And they work with teachers to enhance their curriculum with custom-created guides to the electronic and print resources of the Library.

The School Corps also has a website to provide online training/learning of electronic resources including topics such as an introduction to the Library catalog, a basic introduction to subject and keyword searching for articles in the library's full-text database, and a presentation on the library's web sites and a session on how to evaluate web sites. The School Corps website also provides other services such as a customized booklist. And the website provides information on other services such as presentations for a parent/family programs or assistance in how to start a book club.

Critical Success Factors: Public and school media librarians willing to work together to provide the training and the resources of the public library for teaching and learning.

Website: www.multcolib.org/schoolcorps/menu.html.

Related Key Recommendations: 1) Collaboration and Leveraging, 2) Training, 3) Awareness.

PROVEN PRACTICE: Providing homework support for young people and linking resources to curriculum to support teachers and students via Internet resources.

Program: Homework Helper Web Site Links

Organization: Dallas Public Library, Dallas, TX. 214 670 1700 – Information & Reference

Contact Information: No one specific.

Description: The Dallas Public Library Homepage has a link to both a “Kids” page and a “Teen” page. These web pages in turn provide links to existing Internet sites that provide both content on topics in broad areas such as history, science, math, social studies and to sites that provide assistance in conducting research and writing a paper.

Examples of the content sites to assist students include: BJ Pinchbeck’s Homework Helper, Homework Help, Ask Experts, KidsConnect FAQs, AfterSchool, Ask Dr. Math, Math Homework Helper, Discovery.com and Fact Monster among many subject-based sites.

Additionally the Homework Helper site at the Dallas Public Library – as well as other libraries – links to other library websites that in turn provide access to rich content online to assist students and teachers. These include the Internet Public Library (hosted at the University of Michigan), and the Carnegie Library of Pittsburgh Homework Help and the Library of Congress.

Any or all of these resources can be established as a link on a school or public library website providing a valuable information resource for students and teachers with a minimum of effort from the library staff.

Critical Success Factors: willingness to review and use existing websites to link from local library homepage for kids, teens and college students; keeping website updated with new resources and deletion of any sites that are no longer current.

Websites: Dallas Public Library, TX.: www.dallaslibrary.org/kids.htm.
Multnomah County Library, Org: www.multcolib.org/homework/index.html
High Point Public Library, NC.:
www.hipopl.org/yapages/yapages/Homework/homework.html
Canton Public Library, Org.: www.cantonpl.org/youth/homework.html
Internet Public Library, MI: www.ipl.org/div/teen/browse/gh/0000/
Carnegie Public Library of Pittsburgh, PA.
www.carnegielibrary.org/subject/homework/
Fairfax County, VA.: www.co.fairfax.va.us./library/teens/homework/htm
Library of Congress, D.C.: www.lcweb.loc.gov/homepage/lchp.htm.

Related Key Recommendations: 1) Collaboration and Leveraging, 2) Training, 3) Anywhere, Anytime, Access.

PROVEN PRACTICE: Students and teachers acquire skills in accessing and critically evaluating information found on the Internet and have access to subject materials on the Internet.

Program: Internet Detectives and the Electronic Library.

Organization: Madison Metropolitan School District (MMSD), Wisconsin.

Contact Information: Barbara Spitz. Internet Detectives, email: bspitz@madison.k12.wi.us and Joanne Lenburg, Education Reference Library, email: jlensburg@madison.k12.wi.us.

Description: This is an initiative for all middle school social studies teachers and students to acquire skills in accessing and critically evaluating information found on the Internet. Students write a summary of their evaluated Web sites. Classes then select a cluster from the evaluated and summarized Web Sites for publication on the Web and in this way build a student-generated library of evaluated Internet resources. The Electronic Library website is maintained by the Education Reference Library to provide links organized by subject and themes in response to requests from the School District staff.

The website describes the goals of the projects as well as providing an overview of how the project was developed over several years and the materials and support provided.

Critical Factors for Success: willingness of teachers, librarians and instructional designers to work together to create a project that contributes to teaching and learning; use of established website as appropriate, and frequent updating of the Internet Detectives site with student evaluated websites.

Website: Internet Detectives: www.madison.k12.wi.us/tnl/detectives/overview.htm
Electronic Library: www.madison.k12.wi.us/elib.

Related Key Recommendations: 1) Training, 2) Collaboration and Leveraging.

PROVEN PRACTICE: Staff training through competition to win a gift/prize

Program: Learning Electronic Databases

Organization: Houston Public Library, Houston TX.

Contact Information: Barbara Gubbin, email: Barbara.Gubbin@cityofhouston.net

Description: On a regular basis a set of questions regarding a specific database are sent out to the library staff listserv with a deadline for responding. The staff member who responds correctly to the questions regarding the database receives a gift. The following is an example of the Database Practice Questions:

EBSCO Database: Middle Search Plus. Student Resource Center provides access to many of Gale's well-known reference tools, along with full-text articles of current periodicals, journals, magazines, and pamphlets. It is comparable to *Electric Library*.

Search Tips

- **Toolbox**, which is located in the upper left corner of the main page, includes useful tools and tips for organizing information into a good report.
- **Person Search** allows searching for a person by name or by identifying characteristics, including occupation, nationality, ethnicity, birth and death year, birth and death place, and gender.
- Use **Multimedia Search** to locate images, videos, audio clips, maps, flags, or seals.

1. I need a list of at least 5 medical discoveries or developments from the 18th century.
2. What is a footnote, and when do I use one?
3. Who or what is a Brobdingnag?
4. How did Otto Preminger fight censorship? Why?
5. I need pictures of shopping malls from different countries. Can you help me?
6. What does "frame-dragging" have to do with time?
7. Help me find literary criticisms on short stories about greed for my literature class.
8. What were some of the concerns Senate Democrats had with the original draft of the Anti-terrorism bill supported by Attorney General Ashcroft?
9. What is another name for the Arctic Archipelago?
10. I need an article on affluenza from a journal with "medical" in the title.

EBSCO Database: Middle Search Plus

1. In the economic stimulus bill that Congress has been debating recently, how much of a tax break would IBM receive after the repeal of the alternative minimum tax for corporations?
2. In the U.S., what percentage of Caucasian women married between 1980 and 1985 were virgins?
3. What is Alan Greenspan's current occupation?
4. I heard that the Boxer Rebellion had something to do with demonic possession. Can you help me find an article about that aspect of the uprising?
5. Can you find me a peer-reviewed article with statistics about the Hepatitis B virus?

Critical Factors for Success: Conduct the competition on a regular basis to sustain interest among the staff; make the gift or gift certificate desirable; create questions that will contribute to practical learning and relevant to providing service to the public.

Related Key Recommendations: 1 Incentive, 2) Training.

PROVEN PRACTICE: Develop a resource web page for a specific audience

Program: Resources for Librarians

Organization: Texas State Library and Archives Commission

Contact Information: Beverly Shirley, Director, Library Resource Sharing, 512 463 7610. email: Beverly.Shirley@tsl.state.tx.us

Description: The Texas State Library provides a website of Resources for Librarians. This website is a useful one for Texas librarians and library staff to use as well as offering links for their library users. The sources on this website are in the following broad categories: Library Development Resources (e.g., jobline, library science collection, professional library resources), Library Systems Documents, Library Technology which includes a link to Distance Learning in Libraries, and Youth Services.

The website also offers web-based course resources covering topics such as Searching the Web, Library Research, and Internet Guides, Tutorials and Training Information.

Additionally, this website provides a model for how a library might develop a website identifying resources for a specific audience. For example, a website focused on Resources for Teachers might be developed at a school and/or public library. Or a web page on Resources for Local Businesses might be developed by the public library.

Critical Success Factors: willingness to search out appropriate and relevant resources that currently exist on the Internet and provide a link for library patrons from the library web page. There are web sites for teens, kids, and for seniors that could be made available by linking to existing Internet sites.

Website: www.tsl.state.tx.us/ld/pubs/index.html

Other websites for library staff:

Librarians' Index to the Internet (Library of California): <http://lii.org/>

Tech Soup – the technology place for non-profits: www.techsoup.org/

College Library with Virtual Reference Resources (University of Wisconsin/Madison): <http://college.library.wisc.edu/services/reference/virtual/html/>

Related Key Recommendations: 1) Training, 2) Collaboration and Leveraging, 3) Sustainability.

PROVEN PRACTICE: Introduce first-year college students to research sources and skills.

Program: Texas Information Literacy Tutorial (TILT)

Contact Information: tilt@lib.utexas.edu

Description: This is an educational website designed at the University of Texas/Austin Library to introduce first-year students to research sources and skills. The tutorial offers an introduction and three modules that can be completed in any order with each tutorial taking approximately 30 minutes. There are two versions available online “Full Tilt” (with high interactivity) and “Tilt Lite” (which requires no plug-ins). The TILT program has three modules: Module I introduces different information sources and determining what sources are needed for a research paper; Module II covers the skills required to effectively search library databases and the Web; and Module III addresses assessing the credibility of sources and how to cite print and online information. Each module contains a brief self-assessment section or quiz with no more than 10 questions. As students answer each question, they receive an immediate response and the final quiz page provides a summary of their answers and the percentage correct. If completion of the TILT program is required for a class, then it is possible to print off the quiz to turn in to the professor.

A version of the TILT program is available at no charge under an Open Publication License. All of the materials developed can be downloaded. The TILT website also provides a Frequently Asked Question page, a listserv for those interested in communicating with others who use TILT or a version of yourTilt.

Critical Success Factors: working with instructors to introduce the TILT program as part of specific courses that require research; adapting the TILT program to the local education environment.

Website: <http://tilt.lib.utsystem.edu>

Related Key Recommendations: 1) Sustainability, 2) Training, 3) Measurement.

PROVEN PRACTICE: Learning resources for staff and public – paper, CD and Internet.

Program: Gates Foundation Training for Public Libraries

Organization: Bill & Melinda Gates Foundation, www.gatesfoundation.org.

Contact Information: libraryinfo@gatesfoundation.org

Description: The Gates Foundation U.S. Library programs works in partnership with public libraries to provide access to computers, the Internet and digital information for patrons in low-income communities in the United States. Technology training, ongoing technical assistance, and additional support for grantees are provided as part of the grant because of the pivotal role librarians play in helping patrons use computers and navigate the Internet. As part of this program, the Gates Foundation has developed extensive training and instructional materials that can be used for library staff and patrons. All of the publications issued by the Gates Foundation are **free to reproduce as long as these materials are not resold or redistributed for any cost whatsoever**. Libraries not in the Gates Foundation program should request a “terms of agreement” form from the Foundation before using any of these materials.

The publications of the Gates Foundation include paper-based **Quick Guides** providing information such as “Logging on,” “Word 2000,” “Excel 200,” “Internet Explorer,” “PowerPoint 2000,” “Publisher 2000,” as well as other topics related to gaining access to specific software packages. The Quick Guides are formatted with information on both sides of an 8½ x 11 sheet. These can be reproduced as handouts for the public users.

Additionally, the Gates Foundation website provides access to a great deal of other information that can be downloaded and used without charge. The **Web Guides** are available in Adobe Portable Document Format, which requires Adobe Acrobat Reader. The downloaded version of Acrobat Reader is free and more information on access to Acrobat is available on the Gates website as well. The Web Guides print out on standard 8 1/2 x 11 paper. Some of the topics covered include Children’s Resources, Senior Resources, Employment Resources, Health and Medical Resources and more. The Children’s Resources Web Guide provides information on Safety on the Net, Homework Help and Research Tools, Museums and Interesting Places to Visit and Fun sites. Also from the Gates Foundation website, signs that provide information and instruction to users can be downloaded including “Log on, Log off,” “What can I do with this computer,” “Never used a mouse.” Signs in Spanish are available as well.

Finally, the Gates Foundation has a **CD** available that contains all of their publications that can be downloaded and used for staff and patrons. Texas public libraries that are part of the Gates Foundation U.S. Library Program could be contacted to receive copies of materials. The Texas libraries: www.gatesfoundation.org/libraries/uslibraryprogram/grant/texas.htm. It might also be feasible for the State Library to act as a distribution point for Gates materials.

Critical Success Factors: willingness to seek out the Gates Foundation publications from online sources and the Texas Gates libraries; willingness to use appropriate materials as they appear without having to revamp/edit the material; agreement to distribute without cost whatsoever.

Website: www.gatesfoundation.org/libraries/uslibraryprogram
See Training Overview.

Related Key Recommendations: 1) Training, 2) Equity of Access (in Spanish also), 3) Collaboration and Leveraging, 4) Sustainability.

PROVEN PRACTICE: Online tutorials for staff training

Program: Amigos Distance Learning

Organization: Amigos Library Services, Dallas, TX.

Contact Information: Laura Kimberly, Training Manager, 800 843 8482 x164.
email: Kimberly@amigos.org

Description: Amigos Library Services provides access to many distance learning courses some of which cover specific technology topics. Amigos Distance Learning is provided through joint ventures with other organizations. They offer subscriptions for training in Office Productivity, Computer Professional courses, and Design and Media through ElementK training.

They also offer access to other subscription fee technology courses through a partnership with MindLeaders and OCLC that covers Word, Office and Excel software applications.

The Amigos Distance Learning website also provides access to self-paced tutorials that have no fee such as the tutorial on Digital Imaging produced by Cornell University Library (available in English and Spanish), and the TILT (Texas Information Literacy Tutorial) from the University of Texas/Austin.

Critical Success Factors: ability of library to provide minimal funding for fee based training; willingness of individuals to learn via online; willingness of individuals who experience online training to teach others in the library.

Website: www.amigos.org/learning/

Related Key Recommendations: 1) Training, 2) Anytime / Anywhere, 3) Collaboration and Leveraging.

PROVEN PRACTICE: Library consortium approach to providing reference service 24/7

Program: New Jersey Library Network – www.qandanj.org/

Contact Information: gandainfo@qandanj.org

Description: A consortium of public libraries in New Jersey offers a free round-the-clock live-chat reference services. This is a service of the New Jersey Library Network to help individuals get answers to questions, any time and anywhere through Internet access. Unlike other "expert" sites on the Web, there is no charge to use this service.

Professional librarians from over thirty (30) participating libraries across the state of New Jersey staff Q AND A NJ. When a Q and A NJ session is started, a librarian will chat and co-browse with you in real-time. The service uses technology that combines Internet chat with the ability to send web sites and other information directly to the individual's computer. Designed to provide fast answers from web-based resources, including specialty databases funded by libraries, Q and A NJ combines the speed of the Internet with the information smarts of librarians. And when a question is submitted, the person has immediate access to a page "While You're Waiting" that provides links to the Librarians' Index to the Internet (maintained by the Library of California) and a Virtual Reference Desk as well as News from the "Paperboy" with access to newspaper databases.

The reference services is open 24 hours a day 7 days a week with the exception of the following holidays: Easter Sunday, Memorial Day, Independence Day, Labor Day, Thanksgiving, Christmas, and New Year's Day.

Q and A NJ is administered by the South Jersey Regional Library Cooperative, a state tax-funded service of the New Jersey Library Network, and supported by Federal Library Services and Technology Act funds administered by the New Jersey State Library.

Critical Success Factors: Willingness to work in a consortium arrangement and contribute staff time to this service; willingness to be entrepreneurial in approach to reaching patrons beyond standard hours.

Website: www.qandanj.org/

Other 24/7 websites are: Cleveland Public Library www.knowitnow24x7.net and Southern California www.asknow.org or www.247ref.org.

Related Key Recommendations: 1) Anytime / Anywhere, 2) Collaboration and Leveraging, 3) Equity of Access.

PROVEN PRACTICE: Online Course Offerings for Staff Training

Program: TexasTeacher.net

Organization: Epic Learning, 4151 Ashford Dunwoody Road, Suite 220, Atlanta, GA 30319

Contact Information: Mark P. Pavlucik, Director of Education Solutions, EpicLearning Inc. 888 452 6775 x215. email: markp@epiclearning.com

Description: EpicLearning sponsors TexasTeacher.net providing a wide variety of self-paced online technology courses for a fee for teachers, administrators, support staff, and IT professionals in the education field. These online courses are interactive, media rich with audio narration, and have built-in assessments to gauge the learner's mastery of the material.

Districts may save up to 40% depending on course commitment level. A small sample of the more than 1000 online courses include: Effective Technology Integration in the Classroom for Teachers, Introduction to PCs and Application Software, Introduction to the Internet and the WWW, and the Microsoft Office 2000 courses addressing Word, Excel, PowerPoint, Access, Outlook, and FrontPage.

Critical Success Factors: ability of library to provide minimal funding for staff training; willingness of individuals to learn via an online approach using self-paced tutorials; willingness of individuals who experience this training to teach others in their library.

Website: www.epiclearning.com

Related Key Recommendations: 1) Training, 2) Anytime / Anywhere, 3) Measurement

PROVEN PRACTICE: Online Course Offerings for Staff Training

Program: LearnatGateway

Organization: Gateway,

Contact Information: www.gateway.com/training

Description: (Note: This information has been provided by Gateway.) Gateway offers several different approaches to technology related training. **Online Training** is based on a subscription for a year of unlimited Internet access to hundreds of courses. The options are self-paced tutorials or learning in a virtual classroom with an online instruction. Another option is to purchase CD ROM multimedia discs and learn step-by-step to use software applications for Microsoft Office. And the final option is to attend an Instructor-Led Training at a local Gateway Country Store. The popular courses include: Surfing the Web and Using Email, Using the PC with Digital Photography, Office Productivity. There are currently fourteen (14) Gateway Country stores throughout Texas.

The list can be found at their website: www.gateway.com/stores/tx/index.xml.

Critical Success Factors: ability of library to provide at least minimal funding for staff training; willingness of individuals to learn via an online approach using self-paced tutorials; willingness of individuals who experience this training to teach others in their library.

Website: www.gateway.com/training

Related Key Recommendations: 1) Training, 2) Anytime / Anywhere, 3) Measurement

PROVEN PRACTICE: Volunteers Providing Technology Support

Program: Monitoring Library Computer Lab and providing assistance, and Surveying Community regarding Technology Needs.

Organization: Blacksburg Branch of the Montgomery Floyd Regional Library System, Blacksburg, Virginia. 540 382 6965.

Contact Information: No one specific.

Description: The library has successfully used volunteers for two different programs that support efforts in integrating technology for user services.

They approached the local university, Virginia Tech, to identify an average of ten (10) volunteers each semester to monitor the library's computer lab weekday afternoons when local middle-school students come to use the facility. These volunteers ensure a low noise level in the lab and also provide assistance whenever needed. Additionally, when the university students are on semester break, the library has found that the more mature middle school students can successfully fill in.

The library also worked with volunteers from the local chapter of RSVP, a national organization of senior citizens. These volunteers helped the library conduct a survey to determine the community's need for computing services. The senior volunteers distributed copies of the surveys to local service and civic organizations. The survey results indicated that senior citizens have the highest need for computer training. The library plans to capitalize on its partnership with RSVP to reach out to older community members and encourage them to enroll in basic computer classes at the library.

The public library also participates in the Blacksburg Electronic Library which provides links to various websites such as other libraries. It also connects to the Senior Center website which includes access to online tutorials for learning the Internet and other software applications.

Critical Success Factors: An active program to create partnerships with groups/individuals in the community to act as volunteers for specific library activities/services; a willingness to describe thoroughly the role for volunteers and to provide the necessary training and supervision for these individuals.

Website: www.bev.net/library (Blacksburg Electronic Library)

Related Key Recommendations: 1) Training, 2) Collaboration and Leveraging, 3) Awareness, 4) Equity of Access.

PROVEN PRACTICE: Digitizing images of historical value to community and researchers.

Program: 1890 Danish Settlers Photographs

Organization: Wharton County Junior College, Wharton, TX

Contact Information: Jerry C. Hoke, Director of Library Service. 979 532 4560. email: JCHoke@wcjc.edu.

Description: A community near El Campo, TX. called Danavang is still populated by the descendants of the Danish settlers who came to this part of Texas in the 1890s. The Wharton Junior College offered to catalog and provide a web link to the Danish Heritage Society's collection of approximately 300 negatives.

The Library is using an HP ScanJet 5370c; there was a learning time involved in getting used to equipment since this was the first project. They are creating images in jpegs though not entirely satisfied with the current standards. Staff attended a workshop sponsored by Amigos and are consulting a knowledgeable colleague. They are probably going to change to a higher resolution than they have used to date. The EOSi GLAS Access Catalog can find the images and reproduce them for printing, emailing or saving to a disc.

When the project is complete, there is an interest in working with the College institutional advancement office to gather a few hundred photographs of the college's history for scanning and including in the public access catalog.

Critical Success Factors: seeking funding for the appropriate equipment; willingness to work cooperatively with a local community historical association or academic department to identify and scan a useful collection; willingness to learn new technology and new requirements for cataloging.

Website: www.wcjc.cc.tx.us/library/index.html - click on Public Access Catalog and conduct a "simple search" with the term "digital photo". This will show the collection digitized to date.

Related Key Recommendations: 1) Collaboration and Leveraging, 2) Anytime / Anywhere Access.

PROVEN PRACTICE: Training librarians from a group of libraries

Program: Training for Computer Software and Internet Applications

Organization: Sandhill Regional Library System

Contact Information: Carol Walters, Director, Sandhill Regional Library System, Rockingham, North Carolina 910 997 3388. email: cwalters@ncsl.dcr.state.nc.us

Description: Training is provided each week for librarians from the 15 libraries in the five-county regional library system. The training covers computer software and Internet applications focused on learning by librarians in order to assist patrons. The training is scheduled every Friday during times when the libraries are less busy.

Each library is responsible for sending two (2) staff members each week to the training session. Some of the topics covered during the first four months of the training included using MS Office applications, working in Publisher, navigating the Internet, using online databases and using the Internet to plan trips and access maps.

After the initial four months, the participants were surveyed to find out what else they would like to/need to learn in the future.

Critical Success Factors: A knowledgeable trainer; a commitment from participating libraries to have staff attend the sessions; a willingness by trained staff to teach other staff as well as library users.

Website: Sandhill Regional Library System – www.204.211.56.212/ - general website.

Related Key Recommendations: 1) Training, 2) Collaboration and Leveraging.

PROVEN PRACTICE: Integrating TLC Databases into Classes and Teaching Research and Search Skills

Program: High School Library Instruction

Organization: Alamo Heights High School Library, San Antonio, TX

Contact Information: Barbara Bertoldo, Library Media Specialist, Alamo Heights High School and Alamo Heights Independent School District Liaison.
202 832 5750. email: bbertoldo@ahisd.net

Description: At the beginning of every school year, the library offers a freshman orientation. They begin with the print copy of the *Readers Guide* (as a familiar tool for the students) and have them find an article using the *Guide*. Then they have them work with the online databases beginning with magazines to find an article on a specific topic or a specific article.

By beginning with the freshman, the students become familiar very early with all library resources including the online resources. The Library staff work closely with teachers to determine what they want to accomplish in the course and how much research they want the students to conduct. Then a module is developed for the students in a particular course and the instruction in databases, searching the Internet, and evaluating resources on the web is offered during a class session.

This program was started by initially working with those teachers who were innovative and interested in incorporating the full range of online and information resources into the curriculum. These teachers, in turn, talked with other teachers about the success of their class and by word-of-mouth established a positive response from other teachers.

Through this continuing instructional program and the availability of TLC databases, students become adept at conducting research and in particular being able to study and evaluate trends overtime in specific topics.

In teaching in the high school computer lab, LanSchool software is used to provide the instructor/librarian full control of the student computers by blanking out student computer screens, broadcasting the teacher's screen to all students in the lab, view any computer screen from the teacher's computer, and/or broadcast any student's screen to the class. This software product is designed for educational institutions and is priced by the classroom.

Critical Success Factors: willingness to use a “pilot” approach in initiating a similar program; willingness to work with teachers to meet their curricula needs; flexibility in trying different approaches; willingness to build a comprehensive program beginning with freshman.

Website: www.lanschool.com

Related Key Recommendations: 1) Training, 2) Collaboration and Leveraging.

PROVEN PRACTICE: Providing Information and Instructional Guides to faculty and students from the library web page that individuals are able to download.

Program: Texas A & M Libraries Instructional Services

Organization: Texas A & M Libraries, College Station, TX.

Contact Information: Eva Maddox, Instructional Services, 979 862 1060. email: emaddox@tamu.edu

Description: The web site for the Texas A & M Libraries provides an extensive list of guides and helpful descriptive materials under the heading of "Research Guides." There are guides for Faculty and Graduate Students that include the following topics: Creating Effective Library Assignments, Creating Successful Library Assignments, Intellectual Property Guide and Resources to Help Your Students Avoid Plagiarism. In some cases, for example the guide on plagiarism, there are web links given to other resources on this topic.

Under the heading of General Research Guides, thirteen topics are covered including Evaluating Web Sources, Getting Started Doing Research, and Introduction to the World Wide Web. Another category of Research Guides covers Citing Sources for both the Internet and print.

Additionally, there are subject guides available, which suggest print sources and provides links to electronic resources on Humanities and Social Sciences, Science and Engineering, Business and Agriculture.

Most of the resource guides are two pages in length and could be easily used as they current are or modified for a another library and made available both on the library website as well as print handouts.

Any library planning to use or adapt this material should contact the Texas A & M Library Instructional Services librarian. (see above)

Critical Success Factors: willingness to use and/or adapt materials from another library to make information readily available to students and instructors; willingness to work with instructors to learn what will be most useful for them in the classroom and their students.

Website: www.library.tamu.edu/bi/handouts.html

Related Key Recommendations: 1) Training, 2) Collaboration and Leveraging.

PROVEN PRACTICE: Outreach and Technology Training Program Designed for Seniors

Program: “Surf’s up for Seniors”

Organization: Vigo County Public Library, Terre Haute, IN

Contact Information: Jeanne Holba Puacz, 812 232 1113.
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Description: The library staff determined that they need to take a different approach to respond to senior citizens frustration and desire to learn about using a computer. They listened to the comments and concerns voiced by seniors regarding attending the regular computer classes offered by the library in the computer lab. A new program was designed specifically for “seniors only” to address their concerns while ensuring that they gained an introduction to computer operations and an overview of using the World Wide Web. The material to be covered was divided into four separate sessions in order to keep the amount of information presented at each class manageable. Classes one and three would be presentations and discussions held in a “non-computer” location while the second and fourth class would be hands-on at the library computer lab with this latter session being for smaller groups.

The outreach effort to the senior citizens involved using a branch of the library popular with senior citizens and located in a shopping mall where many seniors walked for exercise. The intention was to not only attract regular patrons but to encourage new users for the library. Posters were put up throughout the mall and many mall businesses distributed fliers about the program. The posters and fliers used humor in presenting the course information. Within 5 days, 30 senior citizens had signed up for the first series with a waiting list of more than 40 people for the next class series.

The non-computer location chosen was at a community center of a local retirement village only one block from the mall-branch of the library. All of the sessions were occasions to hand out applications for a library card for those who did not already have one. The presentations also relied on humor in order to create a more relaxed mood so that the topic of computers would be less intimidating. Handouts of the PowerPoint presentations were made available along with pencil and paper to encourage note taking. Also books and videotapes on computer topics were brought to the presentations and the senior citizens were encouraged to consider checking these materials out.

Following the first sessions, changes were made to improve and refine the course based on what was learned. The response has been very positive and enthusiastic. In fact, the library is taking names of individuals interested in joining a library-sponsored computer club for seniors.

Critical Success Factors: flexibility in designing a program to meet the needs of a specific patron group; willingness to consider different locations for instruction; inclusion of humor in publicity and in the teaching of computers.

Website: www.infotoday.com/cilmag/sep00/puacz&bradfield.htm **Computers in Libraries** Magazine online article entitled “Surf’s Up for Seniors! Introducing Older Patrons to the Web” by Jeanne Holba Puacz and Chris Bradfield. Full text available.

Related Key Recommendations: 1) Awareness, 2) Training, 3) Proven Practices.

PROVEN PRACTICE: Establishing a Partnership for Technology Training

Program: Computer Skills Class for Library Patrons

Organization: Webster County Library, Marshfield, MO

Contact Information: Vicky Stever, 417 859 5679.
email: nkm000@mail.connect.more.net

Description: This small library did not have the staff to develop curriculum or to teach a computer skills class for library patrons. They partnered with the local University Extension Service to teach a class.

The University Extension provided an experienced instructor, who had a curriculum and handouts prepared. The library provided a space with a fast connection and a computer lab with 10 laptop computers. The library also provided staff as assistants for the class.

The University was required to charge to cover expenses but the collaboration with the library kept the prices low – \$15.00 for a 2-hour class. The presentations were professional and extremely effective. The public attending the class was exposed to both the library and the Extension Service in this way, and they realized that both organizations offer more services than they may have previously known.

This type of partnership also might be explored with a local university or college information technology or library staff to identify individuals with the training and experience to offer a computer skills course with the public library.

Critical Success Factors: Willingness to seek out and develop a partnership with another organization/agency; clear idea of what the public library patrons want in the way of computer training in order to ensure relevance.

Related Key Recommendations: 1) Collaboration and Leveraging, 2) Training, 3) Equity of Access.

PROVEN PRACTICE: Consortial Approach to Establishing a Network

Program: Access Brownsville

Organization: Valley Information Alliance – a consortium of 19 public libraries in the Rio Grande Valley.

Contact Information: Joseph Muniz, Harlingen Public Library, 956 430 6650. email: jmuniz@harlingen.lib.tx.us

Description: The Valley Information Alliance formed initially in 1996 in order to apply for a Texas State Library grant. In this initial effort by sixteen (16) public libraries, they were able to establish T1 lines and routers for the libraries and split the cost for an Internet provider among them. This approach was very economical and the group of recognized there was future potential in maintaining this consortium beyond the initial grant. They were able to obtain a number of discounts that were particularly important for the public libraries in smaller communities.

Once the public libraries had computers available and Internet service, demand quickly grew. The results was that the Brownsville Public Library offered to become the Internet provider for the Valley Information Alliance and the city of Brownsville invested in their library to allow sufficient bandwidth for this to become a reality for now nineteen (19) public libraries. In turn, some of the public libraries have become the Internet service providers for their cities.

The benefits to the public libraries have been considerable since city managers understand and value the Internet and even in tight budget times are willing to provide support for the infrastructure of this network. Also with usage of the public libraries increasing considerably because of access to computers and the Internet, there is overall greater support in the communities for the public libraries.

Critical Success Factors: willingness to work cooperatively with other libraries including compromising when necessary; ability to put forward a strong case to the city agency for funding to support a consortia venture; willingness to contribute to ongoing efforts to sustain the consortium.

Website: www.accessbrownsville.com

Related Key Recommendations: 1) Collaboration and Leveraging, 2) Sustainability, 3) Security, 4) Planning, 5) Awareness.