Library Technical Assisting Portfolio

Angela J. Mayer

Ivy Tech Community College

2014

Table of Contents

Introduction

I am pleased to present to you a portfolio demonstrating my developments and goals in the field of Library service. Enclosed in this work are my philosophies and goals as I proceed through the library career, my resume, transcript from Ivy Tech Community College, an autobiography, and the largest part being my competencies and proof of understanding of the basic and managerial aspects of the library. These program competencies have been satisfied over my semesters at Ivy Tech Community College from Fall of 2011 until my graduation in Spring 2014. In addition, my experiences as a volunteer, student assistant, and library assistant at Hancock County Public Library from the years of 2008 to present day have also influenced the competencies and experiences in the field of library work.

My primary goal in the presentation of this portfolio is to exhibit my philosophies, goals, skills, and ideals for the library. A successful library builds a foundation for its community; one built for growth, development, and a desire for lifelong learning. In the following pages I have compiled various assignments, and articles reflecting personal experiences in an assortment of library-related proficiencies.

Philosophies and Goals in the Library Field

My love of libraries began when I was very young and my mother and sister and I would frequent the little library in Wanamaker throughout the year, most especially during summer reading. I have always sought out libraries for their unique structures, variations in collections and layout, and most importantly the services that they offer to their community. I began volunteering in the summer of 2008 when I was a freshman in high school, and have been involved ever since. I was lucky enough to be hired at the Hancock County Public Library as a student assistant in 2009 and stayed until I began college in fall of 2011. I took a short hiatus to focus on school and was recently hired again in June 2013, this time as a Library Assistant. The library has been my safe haven, my home away from home, and my pillar for educational advancement.

In my opinion a library should be welcoming, well-staffed with friendly people that take pride in their collection. Ideally libraries should also be able to offer the public access to technologies that aren't always available for everyone, including but not limited to: computer access, internet, interactive technologies, and access to genealogical databases.

For the adults, adequate programming including concerts, financial advice (both concerning college and not), book clubs, gardening, knitting, yoga, guest speakers, and many other activities helps to build a bond with the community by letting them know that the library is there to help and to connect with its community.

For youth, after school activities, college prep, job planning, movie nights, and other fun and interactive activities to give the kids a place to go away from home and school that they feel safe and included is vital for the teen age group. Life is stressful and confusing trying to navigate through high school and thinking about the rest of their lives. If the library is a safe haven where they can come and learn or relax, then that library is serving its community and connecting with it best.

Finally, for children, the children's librarians should provide a wealth of activities, story times, learning games, a welcoming environment, and a friendly staff. Planting the desire to continue the use of the library begins primarily as a child. If a child has a less than satisfying experience at the library at a young age, we as the library staff may not see them again until it is required of a school project and they have to come back. It is important to make all children feel welcome and wanted at the library.

My goals in the library as a career are to climb the working ladder until one day I am a Reference Librarian. I have already worked in the Technical Services and Circulation departments, so now I have my focus on working towards the Children's or Adult Reference. I want to be able to be an invaluable asset to the departments by being exposed to each and getting as close to mastering each department's policies and procedures as possible. Most of all throughout all of this I want to connect with and help grow my community. I want to make someone smile if they are having a rotten day. I want to make the impression that they are welcome and that they are appreciated at the library. I aspire to finish my Masters of Library Science degree in the next ten years and continue to grow with my library and community. A solid library is the foundation for a solid community.

Angela Mayer
918 West Fourth St Greenfield, Indiana, 46140, United States
317-650-6897
angiejo93@yahoo.com

Professional Experience

Hancock County Public Library
Greenfield, Indiana
Library Technical Assisting Practicum
January 13, 2014-May 1, 2014

Hancock County Public Library
Greenfield, Indiana
Library Assistant
June 2013-present

Hometown Comics and Games
Greenfield, Indiana
Sales
April 2012-present

Hancock County Public Library
Greenfield, Indiana, United States
Student Assistant
August 2009- August 2011
Student Volunteer
May 2008- August 2009

Education

Greenfield-Central High School
Greenfield, Indiana, United States
Core 40 w/ Academic Honors, May 2011

Ivy Tech Community College
Indianapolis, Indiana, United States
Associate of Science Library Technical Assisting Candidate, May 2014

Additional Skills

- Responsible and time-sensitive
- Reliable and dependable
- Proficient in Microsoft programs
- Organized and focused on the task at hand
- Great people (youth and adult) skills, leadership capabilities from clubs and organizations
- Conversational in Spanish and Japanese

Transcript Data

STUDENT INFORMATION

Birth Date: 06-FEB

Curriculum Information

Current Program

Associate of Science

Program:	Indianapolis Lib Tch Ast AS DE
Campus:	Indianapolis
Major:	Library Technical Asst-Distanc
Major Concentration:	Library Technology

***Transcript type:Unofficial is NOT Official ***

DEGREE AWARDED

Sought: Associate of Science   **Degree Date:**

Curriculum Information

Primary Degree

Program:	Indianapolis Lib Tch Ast AS DE
Campus:	Indianapolis
Major:	Library Technical Asst-Distanc
Major Concentration:	Library Technology

INSTITUTION CREDIT   -Top-

Term: Fall 2011

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points
CINS	101	UG	Introduction to Microcomputers	A	3.000	12.00
ENGL	111	UG	English Composition	A	3.000	12.00
IVYT	101	UG	First Year Seminar	A	1.000	4.00
LIBR	101	UG	Intro Libraries & Library Serv	A	3.000	12.00
MATH	023	UG	Essentials of Algebra I	SB	3.000	0.00

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	13.000	13.000	13.000	10.000	40.00	4.000
Cumulative:	13.000	13.000	13.000	10.000	40.00	4.000

Unofficial Transcript

Term: Spring 2012

Additional Standing: Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
LIBR	104	UG	Intro Technical Services	A	3.000	12.00	
MATH	043	UG	Essentials of Algebra II	SA	3.000	0.00	
PSYC	101	UG	Introduction to Psychology	A	3.000	12.00	
SOCI	111	UG	Introduction to Sociology	A	3.000	12.00	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	12.000	12.000	12.000	9.000	36.00	4.000
Cumulative:	25.000	25.000	25.000	19.000	76.00	4.000

Unofficial Transcript

Term: Fall 2012

Additional Standing: Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
COMM	102	UG	Intro Interpersonal Communicat	A	3.000	12.00	
ENGL	240	UG	Children's Literature	B	3.000	9.00	
LIBR	102	UG	Intro to Reference Sources	A	3.000	12.00	
LIBR	201	UG	Cataloging & Classification	A	3.000	12.00	
MATH	118	UG	Concepts in Mathematics	A	3.000	12.00	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	15.000	15.000	15.000	15.000	57.00	3.800
Cumulative:	40.000	40.000	40.000	34.000	133.00	3.912

Unofficial Transcript

Term: Spring 2013

Additional Standing: Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
CINS	102	UG	Information System Fundamental	A	3.000	12.00	
GEOG	207	UG	World Geography	A	3.000	12.00	
LIBR	105	UG	Library Technology	A	3.000	12.00	
LIBR	202	UG	Electronic Resources & Online	A	3.000	12.00	

PHIL	101	UG	Introduction to Philosophy	B	3.000	9.00

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	15.000	15.000	15.000	15.000	57.00	3.800
Cumulative:	55.000	55.000	55.000	49.000	190.00	3.878

Unofficial Transcript

Term: Summer 2013

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
LIBR	103	UG	Intro Library Access Services	A	3.000	12.00	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	3.000	3.000	3.000	3.000	12.00	4.000
Cumulative:	58.000	58.000	58.000	52.000	202.00	3.885

Unofficial Transcript

Term: Fall 2013

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
ASTR	101	UG	Solar System Astronomy	C	3.000	6.00	
ECED	120	UG	Child Growth & Development	B	3.000	9.00	
LIBR	203	UG	Library Services for Children	A	3.000	12.00	
OFAD	207	UG	Integrated Microsoft Office Ap	B	3.000	9.00	

SPAN	101	UG	Spanish Level I		B	4.000	12.00

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	16.000	16.000	16.000	16.000	48.00	3.000
Cumulative:	74.000	74.000	74.000	68.000	250.00	3.676

 Unofficial Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE)   -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	74.000	74.000	74.000	68.000	250.00	3.676
Total Transfer:	0.000	0.000	0.000	0.000	0.00	0.000
Overall:	74.000	74.000	74.000	68.000	250.00	3.676

 Unofficial Transcript

COURSES IN PROGRESS   -Top-

Term: Spring 2014

Subject	Course	Level	Title	Credit Hours
ECED	103	UG	Curriculum Early Childhood Ed	3.000
LIBR	206	UG	Library Assistant Practicum	3.000
LIBR	207	UG	Mgmt & Superv Public Libraries	3.000
LIBR	208	UG	Devlp & Mgmt Library Collectio	3.000

Autobiography

My name is Angela Jo Mayer. I was born in February 1993 and named after one of my mom's favorite Rolling Stones songs; my middle name has been in the family for generations. My great-great grandfather, Johann Mayer immigrated to the United States from Baden-Württemberg, Germany in 1882 and we have been Hoosiers ever since. I live in Greenfield with my mom, younger sister, old dog, and my new baby kitten. I mostly spend my days at work or with my friends and boyfriend, Brian. I love reading, playing games, taking pictures, being with friends and family, and travelling. I have grown up between Indianapolis and Greenfield and have a taste for culture and a yearning for bigger cities like New York, but a lust for a quiet country starry night.

I graduated from Greenfield-Central High School with a Core 40 with Academic Honors degree. It wasn't that I didn't like high school, I had friends, I was in National Honors Society, Japanese Club, Spanish Club, Chess Club, and Choir, I was just fed up with the people who were there because they had to be. I was fed up with being distracted and class interrupted because of immaturity. I looked forward to college with great intent. I began at Ivy Tech Community College in August of 2011, just after graduation, and will graduate May 2014 with a dual Associate of Science in Library Technical and Children's Assisting. I will also qualify for an LC5 certification with the Indiana State Library.

Libraries have also been a cornerstone in my life, from the summer reading programs I participated in as a child, to the librarians in the school libraries that helped me growing up; I have always surrounded myself with libraries and books. I began volunteering at the Hancock County Public Library the summer before my sophomore year in high school in 2008. I volunteered twice a week until I was of age to be hired in August of 2009. I began working in the Technical Services portion of the library, where I processed items, marked discards, opened and invoiced boxes, and occasionally helped with repairs. I remained in the department until June of 2010, when I was transferred up to Circulation. I continued to stay in Circulation until August of 2011, just before I began college. I wanted to utilize all of my time and energy on succeeding in college. While on hiatus from the library, I worked some hours at my local comic book store and babysat my two favorite little kids. I applied again at the library in May of 2013 at the request of two of my old supervisors, who informed me of an opening soon to be announced. Libraries are my second home; they're where I feel most in my element.

I aspire to be an author someday, marry my boyfriend of six years, raise a family, rescue shelter animals, and grow with my library and my community. I want to travel and see the world, to visit libraries in other cities, states, and countries. Most of all I want to make a difference in people's lives. I love helping someone find the information they were looking for, and I love when I have patrons continuing to ask me for book recommendations after they have finished another novel. Recommending books, movies, or CDs to others is one of my favorite things to do.

Program Competencies

- Demonstrate a Working Vocabulary of Library-Related Terminology
- Understand the Focus and Purpose of the Four Major Types of Libraries
- Identify and Explain the Roles of Different Types of Library Employees
- Be Aware of the Ethical, Legal, and Security Issues Related to Libraries and Library Services
- Identify and Demonstrate Good Customer Service and Communication Concepts
- Identify the Parts of a Book and Demonstrate Proper Use of Each
- Understand the Basic Steps Required to Get a Book on the Shelf
- Demonstrate Proper Techniques Used in Book Repair
- Conduct an Effective Reference Interview Helping Users Define Their Information Need
- Select and Use a Basic Print or Electronic Information Retrieval Tool to Match an Information Need
- Use Basic Search Skills and Knowledge of Sources to Find Information in Print, Non-print, and Digital Resources
- Retrieve and Critically Evaluate Web Sources to Determine Authenticity, Credibility, Intellectual Content, Bias, etc.
- Have a Basic Understanding of the Organization of Library Material
- Demonstrate the Ability to Use Applicable Resource Tools in Cataloging
- Describe the General Trends and Developments of Appropriate Technology in All Library Functions and Services
- Assist and Train Users to Operate Public Computer Equipment, Connect to the Internet, Utilize Library Software Applications, and Access Library Services from Remote Locations
- Demonstrate the Ability to Adapt to Changes in Technology
- Demonstrate an Understanding of and the Ability to Utilize Copy Cataloging
- Demonstrate Professionalism by Reporting for Work on Time, Keeping Appointments, and Following the Rules and Regulations of the Library

Demonstrate a Working Vocabulary of Library-Related Terminology

A working vocabulary of the library and library-related terminology is essential to answering questions, solving problems, and formulating constructive ideas for the growth and future of your library. By being knowledgeable of not only the "basic" terms such as OPAC or Boolean, a library staff member can better explain the roles of various library-related inquiries. By also having a clear and distinctive understanding of the terminology most frequently used in libraries, it is then easier to explain things to a person who maybe doesn't understand what the difference between the OPAC and the public computers are.

Angela Mayer
LIBR 102: Terminology Extra Credit

Word	Session Mentioned	Definition	Location of Definition	Why I Chose It
1. LMTA	Session 2	Library Media Technical Assistant.	Ala.org	I had heard of an LTA before, but not LMTA.
2. WorldCat	Session 3	Online, worldwide catalog containing millions of records. Used mainly for ILL and cataloging	Lecture 3	I had not been introduced to WorldCat before, it was an interesting site.
3. MESH	Session 3	Medical Subject Headings	Lecture 3	It was listed with other acronyms I was familiar with being used in cataloging (LCSH, Sears) and I was curious what it stood for.
4. Initialism	Session 5	An item likely known by its initials before its actual title. Ex: Books In Print is known better as BIP.	Lecture 5	Unfamiliar category under "Reference Book Analysis Categories".
5. Unabridged Dictionary	Session 7	A field of general dictionaries with over 265,000 entries	Lecture 7	I have always heard the terms abridged, unabridged, and desk copy, but never really knew what it meant.
6. Abridged Dictionary	Session 7	A field of general dictionaries with 50,000-275,000 entries	Lecture 7	I have always heard the terms abridged, unabridged, and desk copy, but never really knew what it meant.
7. Desk or Collegiate	Session 7	A field of general dictionaries with	Lecture 7	I have always heard the terms abridged,

Dictionary		150,000-170,000 entries.		unabridged, and desk copy, but never really knew what it meant.
8. Syllabication	Session 7	Division of a word into units of pronunciation indicated in a standard dictionary.	www.abc-clio.com	I figured reading through the dictionary lecture and seeing the word syllable half way in there that the word had something to do with syllables, but I wanted to find out the definition for myself.
9. Letter by Letter	Session 7	All words in this arrangement run together without spaces determining order. Ex: Tagged, Tag line…	Lecture 7	I always assumed that all dictionaries were just alphabetized and left it at that, learning there were two main organizational classes was very interesting.
10. Word by Word	Session 7	All words in this arrangement would be separate and letters are determined to be next after spaces. Ex: Tag line, Tagged	Lecture 7	I always assumed that all dictionaries were just alphabetized and left it at that, learning there were two main organizational classes was very interesting.
11. Boolean	Session 8	System of logic allowing the user to combine words or phrases while searching an online catalog	www.abc-clio.com	Boolean is definitely an eye-catcher, it is a very peculiar word on any occasion, which is what drove me to investigate.
12. Asynchronous	Session 9	Two parties are not talking live in the same moment.	Lecture 9	Virtual reference was a new experience before. I never really considered how different it would be compared to regular reference.
13. Synchronous	Session 9	Both parties are together in the same moment.	Lecture 9	I had a pretty good feeling what this meant—I was right—but it's always good to check.

1. What is universal design? Does your library take this approach? How do you know? Can you identify a specific area of your library that could be improved by applying universal design (such as reference desk, etc.)? (Remember to indicate how it could be improved.)

Universal design as defined by the text is "Making products and services usable by people with a wide range of skills and abilities. Hancock County Public Library is very proficient in display of signage for various types of desired information within the library. There are instructions for the printer/copier, signs for the different sections of the stacks, and placards describing art fixtures or dedication rooms; many of the signs also have Braille. However, the library is lacking in multilingual signage. That being said there is not a great need in Hancock County for a multilingual use of signage as much as say Marion County. Many of the desks are wheelchair level as well, making it more comfortable for both patron and staff member.

2. Check your understanding of the difference between assistive technology and adaptive technology (review text) and give an example of each that illustrates how they differ.

From what I understand, the difference between assistive and adaptive technology is as simple as the terms themselves. Assistive technology is technology that was specifically made to be of assistance to the user. Adaptive technology is a technology that has been made helpful to the patron, ergo the term adaptive. Assistive technology could by teletypewriters (TTY) or audiobooks. Adaptive technology would be something like an on-screen keyboard or a magnifying glass for periodicals.

3. Does your library include any assistive or adaptive technology? (Share this information, noting the size/community your library serves.)

HCPL serves a medium-sized public. The library provides headphones at all computer stations and has a wide variety of audiobooks.

4. Do you know of patrons who fall on either side of the digital divide? What do you think your library's role is in assisting those who need access to the Internet and other technologies?

I know many patrons that fall on either side of the digital divide in that they cannot decide which "side" they would rather be on. When I worked at the Circulation desk at HCPL older patrons would absolutely refuse to use the self-check because they would, "Want to interact with a real person," while at the same time they were fascinated with how much of the library had turned to technology.

I believe the library has full responsibility for providing people with at least the Internet. Although technology is much more accessible and laptops are becoming cheaper every year it is very true that not everyone has internet or even computer access. Libraries have always been the go-to place for resources that one may not have other means of utilizing, people—likely—don't check out books that they own at home, they check out items they don't have other means of accessing; why should providing Internet or other technologies be any different? I think it's a wonderful duty; libraries will always have a place in this world.

Understand the Focus and Purpose of the Four Major Types of Libraries

Understanding that a library is not always a public, school, academic, or special library is tantamount to understanding the complexities of how various libraries operate. This is also important when helping patrons transition between the different stages of library use. A basic understanding of the different collections of these kinds of libraries is a start for understanding the evolution of libraries.

Public libraries are meant to be building blocks for the community. Offering an array of technological services free to the public, a healthy collection of materials for rent, and the library should also provide programs for the public featuring various performers, speakers, and story times amongst other activities. The public library is one of the most widely utilized types of libraries. Students, teachers, tutors, young and old all frequent the public library. This makes building and maintaining a collection a very involved affair. Public libraries aim to serve and grow their communities by providing mature technological services, efficient collections, and superior customer service.

School libraries are located in schools across the nation, from Kindergarten to Senior year, school libraries aim to provide pleasure reading materials, but also research materials. Stakes are high for school libraries as well, as they are expected to teach children how to use various resources and to inspire reading in young children through story times and book recommendations. The collections are varying depending on location, age, and curriculum.

Academic libraries reside on college campuses or other areas of higher education that serve students or those willing to learn. Academic libraries strive to provide not only the newest information, but to also occasionally hold on to the old, for research and comparative data. Librarians in these academic libraries are often specialists in various fields.

A special library is one of the most interesting libraries out there. Special libraries are just that: specialties in a certain field, such as medical, law, or others. Special libraries are most unique in that the collection is a continuation of a common theme: a medical library could have shelf after shelf of books or other materials concerning just the heart. Special libraries often hire librarians that have minors or majors in the field that is specialized, sometimes in addition to an MLS.

Identify and Explain the Roles of Different Types of Library Employees

The library staff is the heart of the library. The customer service provided, the programs that are funded, and the materials that are selected, processed, and put on the shelves are all a result of the desire that a library staff member has to serve his or her community and to help it grow. While there is no unimportant role of the library, it is important to understand the hierarchy of the staff. Understanding which degrees require an MLS versus which only require a high school diploma. The volunteers should also be included in this description of library employees, without the volunteers the library would require many more man hours to complete the tasks that the volunteers do.

January 21, 2012

1. Staffing Categories:
    a. Full-time with an MLS and/or a specific subject degree. These are the librarians or subject specialists.
    b. Full-time without a master's degree, but still holding at least a high school diploma. Para/non-professional support staff, clerical, and media tech assistants.
    c. Part-time with or without a degree. Shelvers, pages, interns, volunteers.
2. To the general public, anyone that is working in the library—whether it behind the circulation or reference desk or shelving books—is a librarian. In my opinion, as a general term, "staff" is a safe and effective term to use for anyone in the library field of work. Non-librarian positions in the library are safe to assume as "staff" because it is not potentially degrading to a higher ranked employee versus a lower ranked.
3. The Human Resources department is responsible for all the hiring and interview procedures done at the library. However, the HR department encourages the entire staff of the library to take part in training new employees during orientation and coaching them to do what's best for the library. Recruitment is also important when talking to aspiring employees.
4. Student workers differ from other employees on many levels. The main difference with student employees is the documentation required to work such as the work permit form from the school they attend, even if they are home-schooled. Another key difference between students and other staff is the limitations that students have compared to adults such as taking money, viewing personal information on cards. On a personal level I personally felt that people didn't take me seriously as a student. Often if I gave a patron the answer they weren't looking for they would ask an adult staff member who may have even been there less time than I had, only to receive the same answer.
5. I believe volunteers are very important to libraries. Having been a volunteer for a year and a half I know just how hard volunteers work. Volunteers do the tedious work for free that would be cumbersome and a time-consuming for paid employees. Declaring that volunteers are most valuable to the library is somewhat unfair in my opinion to the rest of the library. The entire library works together to make everything work, in my opinion everyone in the library is equal in means of importance.

Identify the Function, Role, and Philosophy of Library Public and Technical Service Areas

The function of the public library both in the public as well as the technical aspects is to provide superior access to information and technologies otherwise potentially unavailable to the public. The library is a place of furthering education and promotion of lifelong learning and curiosity. My philosophy for the library is such that any and all patrons of the community should be allotted use of the library's services, unless otherwise stated by a superior justice. The library's materials and technologies should be free to the public for use within the building if nothing else.

Public

Philosophy of Children's Services

There is nothing like working in the children's department at the library early in the morning and seeing the happy, smiling, often boisterous children flood into the room. Their shrill and pure excitement is enough to put even the grouchiest morning person into a better mood. Knowing this and pairing it with a child's innocence, children's services should be taken very seriously in a library setting. The library is a place of higher education, an institute with the means of providing new levels of technology and materials that may otherwise not be available to the public, but with the ability to provide these advances also comes the responsibility to monitor the usage of these items.

Internet filtering is an important aspect of the library as a whole today. From the adult computers to the teens, tweens, and children's internet usage; various levels of security should be enforced. For the children's computer usage, I would like to reference the Hancock County Public Library's children's computers policy. The most accurate part of the policy in my opinion is that it is the right and responsibility of the parent or guardian not that of the library staff, to determine what their opinion of appropriate computer time and use is (Hancock County Public Library, 2013). Often times there are children that are under the age of ten that are left in the children's room while the parents wander the library, use the adult computer lab instead of renting a laptop, or in some severe cases have left the library all together. The library does what it can to protect the children by blocking certain sites and using a filtering security, however parents should ultimately be the judge of what they deem fit for their child to view.

In my opinion, children under the age of twelve should not be allowed to access the Internet at all in the library. Children's brains are developing at rapid rates in the elementary and preschool years. When I was growing up I had a multitude of learning games for the computer, from typing programs to math and science curriculums, the possibilities are endless for providing a learning environment that appeals to the children.

Alongside internet filtering, internet security is an important topic of debate. Security on the internet can translate into a multitude of theories, ideas, and opinions. Children should have limited if any access to a site that asks for any kind of identification aside from a username for a game; including but not limited to chat sites, Facebook, MySpace, etc. Children and tweens, and most teens, are very naïve when it comes to the security of their identity on the internet. Having grown up with the technology, naturally children are trusting of the web and falsely assume that they are always safe.

Censorship is another very opinionated subject. Some parents are open minded in that they believe that the children's materials should not be censored, if it was published it should be available.

Whereas on the polar opposite, some parents are extremely protective in what their children read or watch. In my opinion it is the parent's role to monitor the checkouts of the child and the materials that they choose. As per the Library Bill of Rights states, books and other library materials should be provided and "not be excluded on basis of origin, background, or views of those contributing to their creation" (American Library Association, 1980).

Under the age of 18, a patron should have no privacy from their parent or guardian. After turning 18 the patron is viewed as an adult in a court of law, and therefore viewed as an adult in the eyes of the library. If a parent or guardian was in need of viewing a child's account, he or she should be allowed with no questions asked. If we wish to say it is the responsibility of the parent or guardian to monitor the child's computer access and checkouts, then it makes sense to allow them to see the account when needed.

Children's programming is vital for the expansion and the enjoyment of the children's department. Programming offers interactions with such a variety of ages in the community, it is the best form of outreach that the library can offer for younger audiences. Children's programming should focus on learning events, interactive play times, story times, crafts, and every once in a while an event that is geared towards just simply having a good time at the library. Young children who are yet to be in preschool or kindergarten benefit greatly from interacting with a teacher figure other than a parent or guardian, as well as being around other children that they are not related to. As long as there are enough staff in a children's department I strongly believe that there should be consecutive children's programs that happen the same day, same time each week as well as various events throughout the week of differing audience proportions. The same should be considered in the tweens and teens programming. Programs that are geared towards teens such as tutor/study groups, video game nights, movie marathons, and craft nights not only give tweens and teens a place to be and be with friends after school, but it keeps them off of the streets and—generally—out of trouble.

Finally, reference services for children ought to be handled with professional actions, as well as with the respect to the parent or guardians. For example, if a child is interested in a topic that may seem controversial for his or her age, asking where the parent is and working off of what they feel comfortable with the child having access to, keeps the interactions calm and successful for all. However, make it clear that the child should provide their wants and needs for the item as well, not limited to what the parent or guardian in the situation says. Interviewing a child in a reference interview would obviously be considerably different than interviewing an adult. Asking specific questions as to what the child is searching for, if it is for school or pleasure reading, and what kind of book they want (full of pictures or full of information) also yields a successful search result.

In conclusion, children's services have the ability to inspire and influence the lives of our youth. While the materials offered by the library shouldn't be censored, the proper amount of security should be considered, especially with the internet policies in children's services. Interactions and outreach via programs and activities are the best ways for the library, as well as the child, to grow and prosper.

References

American Library Association. (1980, January). *Library Bill of Rights*. Retrieved from https://online.ivytech.edu/bbcswebdav/pid-13152489-dt-content-rid-37595644_1/courses/LIBR203-00H-H1-201320/librarybillofrights.pdf

Hancock County Public Library. (2013). *Computer Use Policy*. Retrieved from Hancock County Public Library: http://hcplibrary.org/about/policy/computer.htm

Technical Services

Okerson's eight truths behind Library functions are:

     i.   Content is selectable.
    ii.   Content is collectable.
   iii.   Libraries retain information for the long term.
   iv.   Collections grow and require some type of space.
    v.   Long-term retention requires preservation of some type.
   vi.   Libraries expect to be around for a very long time.
  vii.   Libraries exist to meet users' information needs.
 viii.   Today's information is worldwide and so are libraries to help ensure the worldwide preservation of information/knowledge.

The relationship between quality service and technical services is mutual; meaning, as stated in the text, "Service quality begins in technical services." The reason for this is simply the fact that technical services are required to code, catalog, and prepare the materials for the public's use and enjoyment. The quality of the service available to the patrons of the library and the library staff to use in order to help the patrons depends on tech services' ability to make sound, effective systems of order.

The changing philosophy of technical services work is the drive and desire by libraries to break the public's view of the staff in the library as "front desk" (public services) and "back room" (technical services) personnel. The library wants the patron to view the library as one team working together to bring the entire company together as a whole; not in separate parts. To aid in this goal, most libraries require front desk time when employees that are typically in the "back room" cataloging and processing in technical services to experience and gain public awareness by working with the public. Few libraries do not practice this plan of integrating the various departments.

Some various organizational differences that technical services have attempted include that of the attempts of integrating employees from technical services into the reference departments. Troubles arise from these switches when or if the reference librarians don't go back and contribute to tech, when tech spends too much time in reference and is not able to fully contribute to their general responsibilities in technical services, and some issues may arise with part-time or low-hour workers. On the flip side, it is very helpful for departments to work in each other's shoes every once in a while as a way to not only gain experience in the foreign field, but also to gain a respect for the people that work in the field on a daily basis.

The ALA suggests a list of competencies that library employees should possess as a result of working in the library. For example, it is expected of employees to know the process in which managing and creating the library's catalog and collection functions. Employees should also understand the process of ordering materials that the library conducts. Teamwork and effective planning and communication skills are an obvious must as well.

Be Aware of the Ethical, Legal, and Security Issues Related to Libraries and Library Services

---

The Ethical, Legal, and Security issues that are related to the library go much deeper than most people may consider. Ethically there are hundreds of trials and tribulations in constant with the library, the state of a child, the things that are said, seen, or admitted, and so on and so forth. Ethically and morally, one may desire to do one thing, however from a Legal standpoint there are certain protocols and procedures that must be followed. The Security of the staff and patrons in the library is also an extremely detail-oriented plan that should consider all possibilities.

Q1) The police chief asks you to provide records that document the library use of a person who she thinks is responsible for a series of thefts in the community. The chief explains to you that no one will know that you provided the records.

A1) The police chief, agreeably a high authority figure, would still need some kind of warrant for the search and seizure of the history of a library patron. The history of patrons is private and confidential to them and only them. The chief would need to speak to the Library Director for further detail and explain the situation further to them. As the ALA Code of Ethics Section three states:

> *"We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted."*

That being stated, it is also proclaimed by the ALA that this is a guideline and that exceptions to the rules may be made at any time. The decision ultimately lies with the Library Director.

> *"The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations."*

Q2) The dean of students is concerned about a student who has expressed suicidal thoughts. The dean asks you to notify him if the student checks out materials on suicide.

A2) Although it is very admirable that the dean of students monitors his students so closely, we would not be able to provide such information because as it states in the ALA Code of Ethics in Section Three:

> *"We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted."*

Therefore, unfortunately, we would by ethic's regulations not be able to disclose the history or the current record of the student. This guideline may however be modified as the guidelines also state in the beginning:

> *"The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations."*

In this "particular situation," if the dean was able to present possibly a doctor's suicidal warning note or possibly one from a parent, but even then it is to the discretion of the library if they would agree to his request for an otherwise a private file.

Q3) A parent wishes the public library to limit her child's use of the library to the materials in the children's room.

A3) If the woman's child is still a minor she reserves the right as the sole guardian of the child and the one to claim financial responsibility for the child to restrict the child's library material activity to the children's room alone. This could potentially be challenged by Section Five in the ALA Library Bill of Rights that states:

> *"A person's right to use a library should not be denied or abridged because of origin, age, background, or views."*

However, if the child is a minor then the parent can have the authority to limit what materials that child proceeds to check out on his/her card.

<u>Q4) An alumnus, who has generously contributed to the academic library, believes that the library should only have materials that promote the community's values.</u>

A4) While the alumnus' donations to the library are very much appreciated, the library must carry the materials that he/she may not see fit for the library to provide to the community. This is because the library must carry a wide selection of materials both promoting and potentially demoting the community. As the ALA Library Bill of Rights states:

> *"Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval."*

The judgments of one person cannot change the right that the library has to carry all forms of the history of the community, both the good and the bad.

<u>Q5) A patron checks out materials on religion at the public library. When he receives an overdue notice, he informs the library will not return the books because he believes the materials are not suitable for the community.</u>

A5) While the patron may believe that he has the best intentions for the community at heart, the library must carry all forms of materials from all different religions, backgrounds, origins, and nationalities. As it states in the ALA Library Bill of Rights:

> *"Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation."*

Although he may believe it is not suitable for the community, it was either purchased or donated by or to the library and at some point and time someone decided that it was appropriate for the community. He (the patron) would need to either return the materials and pay the late fee, or pay the replacement fee for them. This statement from the ALA Library Bill of Rights also can be regarded in this situation: *"Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval."*

Identify and Demonstrate Good Customer Service and Communication Concepts

For any business, customer service can make or break a company. This fact is especially true for libraries. As a publically funded service, a low customer-service satisfaction rating could result in a budget cut, thus leading to shortened hours, less staff, and a library that is unfit to serve its community to its full potential. A nonjudgmental, discrimination-free, and understanding staff is the backbone of a quality library. Being polite and treating others as you would want to be treated is the best approach to customer service.

Customer service is the fore-front of the reputation of any business that interacts with people. Good or bad customer service can make or break a company, especially in its early years of growth. The customer service philosophy that I propose is as follows:

> "All customers are to be treated equally and with the utmost respect. Staff should do anything within their power to please the customer and leave them with a good impression of the library, its staff, and a desire to return. Libraries are made to serve, ergo; service to the community should be the highest priority."

Branching from the philosophy of quality customer service within an industry, there is a certain specific list of characteristics, or skills, for quality customer service to be experienced within the library. As with any desire to display respect, Active Listening, Patience, and Understanding are critical. By displaying Active Listening the staff member proves his or her attentiveness to the patron by repeating their questions, possibly in a different wording, to ensure that the staff member and the patron are on the same wave of thought. Patience and Understanding are critical to show that the staff member is giving the patron the respect they deserve.

Staff should always approach patrons with a friendly and welcoming demeanor, even if the patron seems particularly irritated. Emotional, vocal, and physical control is important to display when representing quality customer service in a difficult situation. Paired with a non-accusatory outlook towards customers, most any difficult situation will be manageable. We will review how to handle difficult patrons and difficult situations in due time.

Now that the traits have been established for quality customer service in the library, the issue of honing these traits is upon the staff. Workshops that value staff opinions and input, as well as interactive "exercises" to emphasize the right and wrong ways to handle situations are best. Many people learn with hands-on and interactive activities. Positive reinforcement for both the staff and patron interactions best displays that the actions and reactions of the staff are of desired outcome. For example, if a staff member handles a particularly difficult patron well, and is without of earshot of the front desk or patrons in general, positive reinforcement lets the staff member know that their efforts have been noticed and are appreciated by the rest of the library.

If a punishment or scolding of sorts is required after a staff/patron interaction, the transaction should be made in a private setting, away from other staff, patrons, and out of earshot as well. Degrading a staff member in front of others does nothing positive in the end and can damage the level of trust and possibly respect that the staff member has for the person who proceeded with the scolding.

Evans and Carter list ten "magic phrases" that can be used to diffuse difficult situations. These phrases can also be modeled into steps to acquire the characteristics or skills for quality customer service. They are:

1. Of course we can try to get it for you.
2. How may I help you?
3. Of course we'll waive the fines.
4. I'll be happy to make that call to _____ for you.
5. Did you find what you wanted?
6. Is this what you are looking for, or shall I investigate further?
7. There are several possible ways to address your question?
8. I'm with another customer at the moment. May I call you back in a few minutes?
9. Yes, that item is in and I'll be happy to hold it for you.
10. Thanks for using the library! (Evans & Carter, 2009)

Now the interesting bit: handling difficult patrons. Similar to the characteristics of good customer service, except it is somewhat more involved. It is important for one to be able to distinguish the difference between anger and frustration. Sometimes patrons who are simply frustrated by the complexity of figuring out how to renew an item can seem very angry. There are also different approaches when considering the anger of a 30-year-old parent, a teen, and a mentally challenged person's anger.

Referring back to the "Dealing with Angry Patrons" PowerPoint, a few main points can be retrieved that can aid in providing information on how to handle a difficult patron or how to diffuse a hostile or difficult situation:

- Set the tone
- Treat patron with respect
- Listen
- Acknowledge and validate
- Focus on the problem
- Avoid negative words/connotations
- Don't argue
- Disagree diplomatically
- Apologize
- Define the problem (Unknown, 2007)

Setting the tone is important to establish control and to maintain a handle on the situation. Allowing yourself to become as equally upset as a cursing, screaming, stomping patron will achieve absolutely nothing but ending up with each of you upset at the other, thus causing an impasse because the patron will likely be reluctant to work with the staff member that just got equally as upset as them. All the while it is important to treat the patron with respect, listen to their complaints, acknowledge, and apologize ("I'm sorry this has been inconvenient for you.") to the patron when dealing with upset patrons. Disagree with reason and explanation, but do so in a mature and diplomatic manner. Always remember that if threats are made and there is reasonable concern that those threats may be carried out, law enforcement and department managers are always there for aid.

Internal and external customers can butt heads from time to time. Some external customers, such as patrons, often assume that the laws don't apply to the staff and sometimes this can evolve into an odd resentment towards the staff. It is important to visibly treat patrons as well as staff in the same manner. If a staff member needs assistance on the other side of the desk, but is second in line, don't tend to their needs first. Show the patrons that you value people as people, not by their title. All the same, don't assume that internal patrons such as staff, volunteers, or others involved with the inner workings of the library can be handled at any time. They've obviously come to the desk at that particular time because that is what was convenient for them.

Working with diversion and equal treatment of patrons both internally and externally, the following are some easy to follow steps to ensure that diverse clients or patrons receive equal treatment and levels of quality customer service. First and foremost, approach the situation with a non-discriminatory outlook. Also, avoid treating diverse patrons any different than other patrons in means of when the patron is assisted. Like any other situation, go by who was in line first. What I have found to be helpful is to get on the patron's level for communicating. For example, if the patron is in a wheelchair and a lower desk is available, consult the patron at the lower desk to make it more convenient for them. Finally, accommodate various languages, mental capacities, or various cultural barriers in customers while still maintaining the same tone, respect, and service.

Customer service is an important aspect of any business. All customers should be treated equally and with the utmost respect. There are certain characteristics that are often demonstrated in good customer service and a high variety of steps that can lead to acquiring and honing these steps. Customer service comes in all types of forms and can be applied to all kinds of situations. Having quality customer service will not only help a business climb the social ladder and gain respect, but it will also boost the morale of the staff and make for an all-around better work experience.

References

Evans, G. E., & Carter, T. L. (2009). Customer Service. In G. E. Evans, & T. L. Carter, *Introduction to Library Public Services* (pp. 56-57). Westport, Connecticut: Libraries Unlimited: A Member of Greenwood Publishing Group, Inc. Retrieved 2013

Unknown. (2007, October 8). Dealing with Angry Patrons. 21. Retrieved July 7, 2013

Identify the Parts of a Book and Demonstrate Proper Use of Each

Understanding the different parts of a book and the ways that those parts can be manipulated and how they can also be repaired is an important wealth of knowledge to have when working in any kind of library. By understanding the difference between a glued, sewn, or stapled spine, one is able to better determine the level of repair that is required.

I served volunteer time at J.B. Stevens Elementary School in Greenfield some semesters ago repairing books and others items from various wear and tear from children using them. While doing so I learned many different techniques and the best ways in which to mend certain items.

When working at the circulation desk, it is important to have a general idea of if an item's damage was intentional or a result of general wear and tear of the item's use. For instance, if an item's cover is bent multiple times over and has initiated a tear because of it, the previous user should not be billed in most instances for the damage. However, if the item is new or a lesser-circulated item and the cover has torn off, there is more likely of a chance that was done by the previous user.

It is also important to be able to discern between malicious intent and simply rough usage. Many times, especially with children's books, materials are handled without much regard to the wellbeing of the item. Children love to rip and tear, so it is not uncommon to see many books in that department with patches or repairs.

Understand the Basic Steps Required to Get a Book on the Shelf

The process that it takes to get a book from the virtual shopping cart to the physical library shelf isn't a complex cycle, however there are quite a number of steps. A book that is requested must be reviewed, and when ordered from a distributor, books don't come straight out of the boxes and onto the shelves. Every library shelves a different way, but the fact of the matter is that we all cart, shelve, and distribute materials.

With traditional resources the steps followed to acquire and process materials for patron use are usually repeated over and over again no matter what format the resource is in. With traditional resources (in most libraries and information centers), there are 7 parts of the procedure to acquire and process the materials:

1. Order Requests - Take requests for materials from the different departments.

2. Bibliographic Verification – This is to verify the material is not owned by the library already.

3. Ordering – Order the material from the vendor or publisher.

4. Receiving – Unpacking the material and checking against the packing slip.

5. Bookkeeping – Paying of the bills and making sure the amount spent doesn't exceed the budgeted amount of money.

6. File & Records – The packing slips are filed away as the materials are added to the collection and the bibliographic records are created. The invoices are filed away as they are paid.

7. Physical Processing- adhering tags, labels, bar codes, jackets, adding items to OPAC and/or accession systems and shelving.

From step 7, the items are cataloged and any barcodes or RFID tags are then activated. The items are then delivered to the Circulation department, which organizes the items as they see fit (either on carts alphabetically or by Dewey or even sections of the library). After the items are organized on the carts or whatever means of transporting the items the library may have, the items are then shelved by the appropriate staff at the library.

Demonstrate Proper Techniques Used in Book Repair

Book repair is essential in prolonging the life of the materials in the library. Books, magazines, and discs of any and all sorts are frequently subject to abuse from high circulation or unintended accidents. Because of this, and the desire to save money, many techniques have been developed for the repair and the prolonging of the life of materials.

1. Preservation is maintaining books and other library materials to keep them in pristine condition for as long as possible. This is accomplished by attempting to slow the deterioration and aging process by treating the materials often with appropriate tools, and keeping the materials in a safe and climate friendly environment. Preservation can also be accomplished by making copies of materials on digital storage devices.

2. Conservation is the physical and chemical treatment of materials to inhibit further deterioration and decay of the material. This is the "technical activities" involved in repairing and restoring damaged materials. Conservation occurs after a water pipe bursts or a book printed on old paper is revitalized.

3. Deterioration of books is caused naturally and occasionally by human error. Older books printed on acidic paper are fading and are in need of recovery. Environmentally, books deteriorate when temperature and humidity levels aren't sufficient for the age or condition of the book. Human error occurs with improper handling, rough shelving, incorrect repairs, and even structural mishaps such as water main breaks.

4. Five treatment methods for damaged library materials are:
   a. Book Repair: most common, but improper repair can drastically affect the life and longevity of the book. Manuals are available and tutorials for proper repair of books.
   b. Binding: repair of the spine of the book if the pages are deteriorating and falling out or if the spine in an older book has become loose. Also frequently used on new paperbacks to extend the shelf life of the materials.
   c. Replacement: if the material is lost or completely beyond repair and another copy is available sometimes it is the most cost effective when it comes to book repair.
   d. Photocopying: replacing a single page, chapter, or even the entire book because of loss or mutilation. Alkaline paper is used for photocopying.
   e. Preservation Microfilming: photographic images of a book or other type of material that is then preserved on a silver-halide microfilm, virtually allowing the material to have an immortal readable life, if kept under specific conditions.

5. A library could take steps to slow the deterioration of materials such as:
   a. Frequent and proper repair and checks of materials.
   b. Storing aged materials at appropriate temperatures and humidity.
   c. Proper shelving, repair, and monitoring of items to ensure no damages go unnoticed.
   d. Good housekeeping practices such as a no food rule and monitoring pests.

Conduct an Effective Reference Interview, Helping Users Define Their Information Need

It is important not only to be able to assist a patron face to face, but also in a sometimes more difficult environment, such as a chat room. Virtual Reference is growing more and more in the evolving technical era. Proper etiquette, great communication skills, and the ability to think outside the box is required for any kind of reference interviews.

- Wednesday, November 14, 2012 -
- Arwa Merriman joined the chat. (8:04 pm) -
Angela Mayer
Would you like to go first?
8:05
Arwa Merriman
You mean ask you one of my questions first? I can do that
8:05
Angela Mayer
Okay
8:05
Arwa Merriman
Can you help me find something about volunteer organizations?
8:06
Angela Mayer
Would you like to know about organizations in your area or the history of them?
8:07
Arwa Merriman
In my area
8:07
Angela Mayer
Okay, what kind of volunteering are you interested in? Animal care, assisting the elderly, or another type?
8:08
Arwa Merriman
I forgot to tell you, I am an older adult
8:09
Angela Mayer
Okay
8:09
Arwa Merriman
Well, I'm going to retire soon. I thought putting in some hours in some local organizations would be a good idea.
8:10
Angela Mayer
That's very generous of you! We have a lot of non-profit organizations around town that would appreciate the help.
8:12

We have some links on our homepage if you would like we could start looking there for community involvement?
8:12
Arwa Merriman
That could work. I don't really know what's out there. The retirement kind of crept up on me. Not sure what to do with all my time now.
8:13
Angela Mayer
There's a lot out there in the field of volunteer work: animals, tutoring, even assisting at the public library.
8:15
Arwa Merriman
That sounds really great
8:15
Angela Mayer
Great! Let's get started...
8:16
Arwa Merriman
Okay, sounds good. That website you mentioned sounded interesting
8:17
Angela Mayer
Glad it worked out for you
8:17
Arwa Merriman
It did, thank you for your help
8:17
Angela Mayer
Not a problem, good luck volunteering!
8:17
Arwa Merriman
Thank you

Retrieve and Critically Evaluate Web Sources to Determine Authenticity, Credibility, Intellectual Content, Bias, etc.

Knowing the difference between an authentic and credible web address versus that of a falsified site is essential for providing quality and correct information to the public. There are a number of ways to determine the authenticity of a website, as well as a series of questions that as a library staff member one should be able to critically evaluate and answer. As library staff we provide knowledge and information for the general public, ensuring the authenticity of the information and the accuracy should be a top priority.

LIBR102 (Ivy Tech Community College)   Reference Sources Analysis Form: Websites

Your Name:	**Category from Subject List:**
Angela Mayer	**Government & Legal Sources**

Bibliographic citation (Include: url, , title of web site, author or sponsoring organization or agency, last update):

http://www.in.gov/judiciary/selfservice/, courts.IN.gov, Indiana Supreme Court, 2012.

Arrangement & Indexing*:*

- *What are the main ways to access information? Are the pages organized and easy to find?*
  - To access information there are drop-down menus as well as a search bar. The pages are organized and well-stocked with information.
- *What kinds of listings (sidebars, menus, links, etc…) or indexes are there?*
  - There are sidebar hyperlinks including a "Most Visited" column, drop-down options, and other links to various parts of the site.
- *Do you have to go several layers to find information? Is the site confusing? Is it user friendly?*
  - In my opinion the site is very user-friendly and the information is quick and easy to find.

Scope/Coverage:

- *How would you explain to a patron what this web site covers?*
  - For a patron I would explain that the site is a resource to use to obtain information about the Indiana Supreme Court, legal services, and the court in general.
- *Is the content historical or current? Local, national or international?*
  - History of the courts is available, though most of the information is current.
- *Is the information factual or opinion?*
  - Factorial.
- *How in-depth is the coverage of the content and what indicates depth or lack of it? Explain*
  - The information provided is very in depth and detailed. The information is delivered in an easy to understand format that anyone could interpret.
- *What resources does the website provide the users?*
  - The site provides links to other government sites.
- *Who is the audience? For example - general users, students, professionals, educators, etc.*
  - The audience is the general public that is old enough to understand the concepts presented.

- *Are there any additional references, bibliographies or resources listed?*
  - Not that I can tell. The information is direct from the government, so there is really no need for a references list.

Currency: (Answer all of the questions below.)

- *When was the site last updated?*
  - There was a post made yesterday, November 29, 2012.
- *How important is it to update this site frequently, given its subject? Why?*
  - This site is very important to keep updated because of the traffic flow and the quality of the information provided.

Purpose:

- *Why would someone use this web site?*
  - One would use this site to obtain information about the courts and legal systems in Marion County. Child Support Calculator, Parenting Times Guidelines, Trial Court Case Search, Self-Service Legal Center, Apply for a Marriage License, and many others are popular links on the site.
- *Is its purpose to Inform? Convince? Commercial? Academic? Kid-friendly?*
  - The purpose of the site is to Inform.
- *Who is the audience? For example - general public, students, professionals, educators, etc.*
  - The audience is the general public that is in need of the information provided.
    _____

Authority or credentials author/sponsoring agency.

Author or creators of the website:

- *What can you find out about the sponsoring agency or contributors and their qualifications to operate this site?*
  - The supporting agency is the Indiana Supreme Court.
- *What links or information is provided about the creator(s) - for example any educational or professional accomplishments, titles, etc…?*
  - The creator is the Indiana government. There is no need for awards or titles.
- *Are they affiliated with an educational institution, professional or non-profit organizations, and business corporations?*
  - It is affiliated with the Indiana Government.
- *Is the name of the author listed, contact information given?*
  - There is contact information available for the courts.

Credibility:

- *Is the mission of the site accomplished?*
  - Yes, it informs the users of the various services offered by the courts.
- *Do all links work? To what types of sites do any links take you?*
  - All links work. They take you to other parts of the site or to another government site.
- *What are the credentials of the authors?*
  - They are judges and other government personnel.
- *Is the information in the website accurate?*
  - Yes.

- *Do you see spelling or grammar errors? Occasional or frequent?*
  - There are none.

<mark>Bias:</mark>

- *Can you detect any bias in the site?*
  - No, the site is purely informational.
- *Is there any use of emotional language, opinion, facts, etc. that would lead you to be concerned about the reliability, accuracy, and independence of the information on the site?*
  - No, it is a professional site.

<mark>Personal impression</mark>: **Don't just say "I liked it" or "This source impressed me"**

- *Why did you like it?*
- *Why or why not did you find it frustrating?*
- *Why were you impressed or not impressed?*

I was very impressed by the ease of navigation of the courts site. The documents that were available for personal download were quick and accurate. In addition the information provided was very easy to read, comprehend, and apply toward whatever it is that you were researching. There are many different services available through the courts that are explained in this site.

Demonstrate the Ability to Use Applicable Resource Tools in Cataloging

---

The ability to have some sort of background information and understanding of the tools used in cataloging show a higher competency of the expectations that degree-holding individuals. In addition, understanding the ways in which the information is entered into the system when cataloging may help troubleshooting an issue in the future. Cataloging is an easy to understand system once one is used to the formatting and requirements of the various applications.

Bibliographic Records Errors Exercise

Examine the following bibliographic record fields and look for mistakes. Create an answer sheet and note the number of errors you find for each field and what they are. Enough detail to point out the error is enough (ex. Polce is misspelled; should be Police). Errors can be anything, including MARC tags, authorities, indicators, spelling, punctuation, etc. Use any resource at your disposal and be aware that there can be more than one error per field….and every instance of an error counts as an error. The first answer is given to you, so you will see this in action—two dashes in the ISBN count as two errors. LSCH was used for subject headings. There are 32 total mistakes.

1. 020 _ _ $a 049-9784-549
     a. 2 errors—
         i. dash marks in ISBN

2. 245 _ _ $a. Harry Potter and the Half-Blood Prince / $b by Joanne K. Rowling.
     a. 6 errors—
         i. Half-Blood Prince should not be capitalized.
         ii. $b should be $c for the author.
         iii. "by" should be left out of the author's section.
         iv. There should not be a period after $a.

3. 300 _ _   a New York : $b Doubleday $c 1992
     a. 4 errors—
         i. no $ before "a"
         ii. no comma (,) after Doubleday and before $c
         iii.   no period (.) after 1992
         iv.   Wrong MARC number, should be 260 not 300

4. 260 _ _ $a 5th edition.
     a. 1 error—
         i. edition should not be spelled out.

5. 300 _ _ $a viii, 326 pgs. : / $b Ill. , $c 24 cm.

    a. 4 errors—
        i. pgs. Should be only p.
        ii. There should be no (/) after the first colon.
        iii. Ill. Should be ill.
        iv. There should be a semi-colon (;) after ill.

6. 100 _ _ $a Dickinson, Emily $d 1830-1892.
    a. No Errors.

7. 260 _ _ $a Chicago, IL $b American Library Assocaition, $c 2005.
    a. 3 errors—
        i. IL should not be included with Chicago in the beginning.
        ii. There should be a colon (:) between $a and $b.
        iii. Association in American Library Association is spelled wrong.

8. 050 _ _ $a DK258.R2813 1992.
    a. 1 error—
        i. .R2813 1992 should be on another line $b.

9. 245 1 0 $a The last tsar : the life and death of nicholas II / $c Edvard Radzinsky ; translated
      from the Russion by Marion Schwartz.
    a. 3 errors—
        i. The subtitle should be on a new line $b.
        ii. Russian is spelled wrong.
        iii. "translated" section should have its own line.

10. 500 _ _ $ Includes bibliographical references and index
    a. 2 errors—
        i. Missing a period after index.
        ii. No letter after $, should be $a.

11. 651 _ _ $a Potter, Harry $x Juvenile fiction.
    a. 1 error—
        i. Wrong MARC number, should be 600.

12. 650 _ 0 $a Library $x United States.
    a. 1 error—
        i. "Library" simply put is not an existing LCSH term.

Describe the General Trends and Developments of Appropriate Technology in all Library Functions and Services

One of the greatest privileges of working in a library is the chance to see the ever-evolving technology of our world. The library is a place of higher education and an establishment that aims to provide countless amounts of materials as well as technologies that a patron may not otherwise have access to. Because of this, the library is often one of the first establishments to acquire new technologies. These changes bring along a challenge to library staff to learn these new technologies and master them well enough to then go on and teach them to the general public.

The greatest development in library technology that I have personally witnessed would be the introduction and the installation of Radio Frequency Identification or RFID tags. These tags are typically placed in the back of the material and offer a range of possibilities for the items.

RFID tags give libraries the capability of barcode-free charging. Over the years in some libraries the locations of the barcodes have changed from the front cover, first page, back cover, or wherever else the placement may have landed. With an RFID based system, patrons have the ability to check out items without being forced to hunt down the barcode. This is accomplished by having a special pad at the checkout stations that is capable of reading the tags. A problem that could arise from this could be if the tag is not activated or has been damaged to the point that a new tag is required. Most times this is a problem that can easily be fixed at the Circulation desk.

One issue that we have run into at my public library happens when patrons who aren't aware that the item just needs placed on the pad do as they did before and scan the barcode. The system then informs the patron that they have already checked out the item because the pad has already read the RFID tag. This poses two problems because the patrons then think that there is something wrong with their checkout and occasionally if the barcode is scanned before the RFID the security isn't turned off on the item and upon leaving the library the alarms sound even though the item has been checked out.

Possibly the most convenient feature of the RFID tags is the option of having an automated sorting machine for the items. This is another technology that we have at my public library and it has made astronomical differences in our productivity. We currently have a three-bin sorter in the back of the library where the outside drop box is and a nine-bin sorter in the Circulation department. The sorter works by the RFID tags. The moment a patron deposits a book onto the conveyer belt the tag is scanned and the item is immediately discharged off of their account and sent to the correct bin. Items that the tag is damaged or do not scan correctly are sent to a special "exceptions" bin so the staff are aware that there may be an issue with the item.

Assist and Train Users to Operate Public Computer Equipment, Connect to the Internet, Utilize Library Software Applications, and Access Library Services from Remote Locations
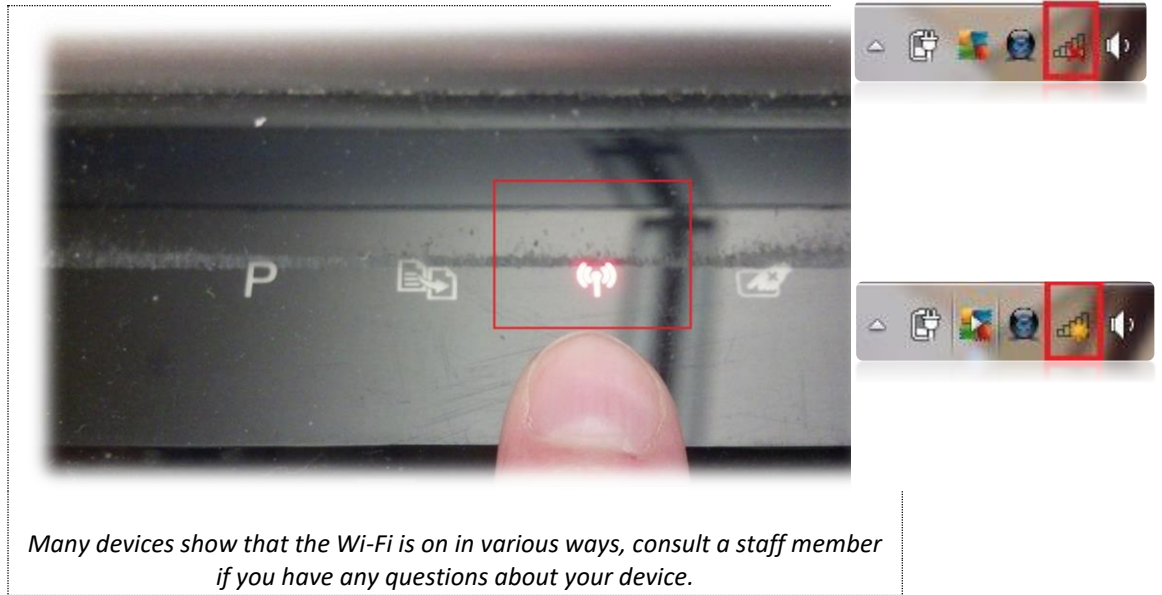
The ability to teach a wide range of computer-literacy to individuals is essential in almost any position in the library. It is important to be able to explain terms in more than one context, and still be thorough enough that the patron whom is receiving the help doesn't feel as though they were incompetent for not understanding a process or other ill feelings of the like.

Connecting to Hancock County Public Library's Wi-Fi Network Using a Laptop Computer

Hancock County Public Library offers free Wi-Fi for any library patron to use. There is no charge and you are not required to have a card with the library in order to use the Wi-Fi. Personal laptop computers, tablets, smartphones, etc. may use the network, or a library laptop may be rented out to use as well.

Step 1: Make sure that the Wi-Fi is in "on" mode.

Many devices show that the Wi-Fi is on in various ways, consult a staff member if you have any questions about your device.

We can tell the Wi-Fi option is active on this laptop because the icon is glowing, the others are not.

If your Wi-Fi is not on and you will see an icon in the lower right-hand corner of the screen next to the clock that resembles this:

The tower of bars shows whether the Wi-Fi is off, if there are connections nearby, and will also show the strength of the connection, once one is made.

After activating your Wi-Fi, when there is an available network in the area the image will change and will look like this:

Step 2: Click on the bars previously shown to open up a list of available Wi-Fi networks in the area.
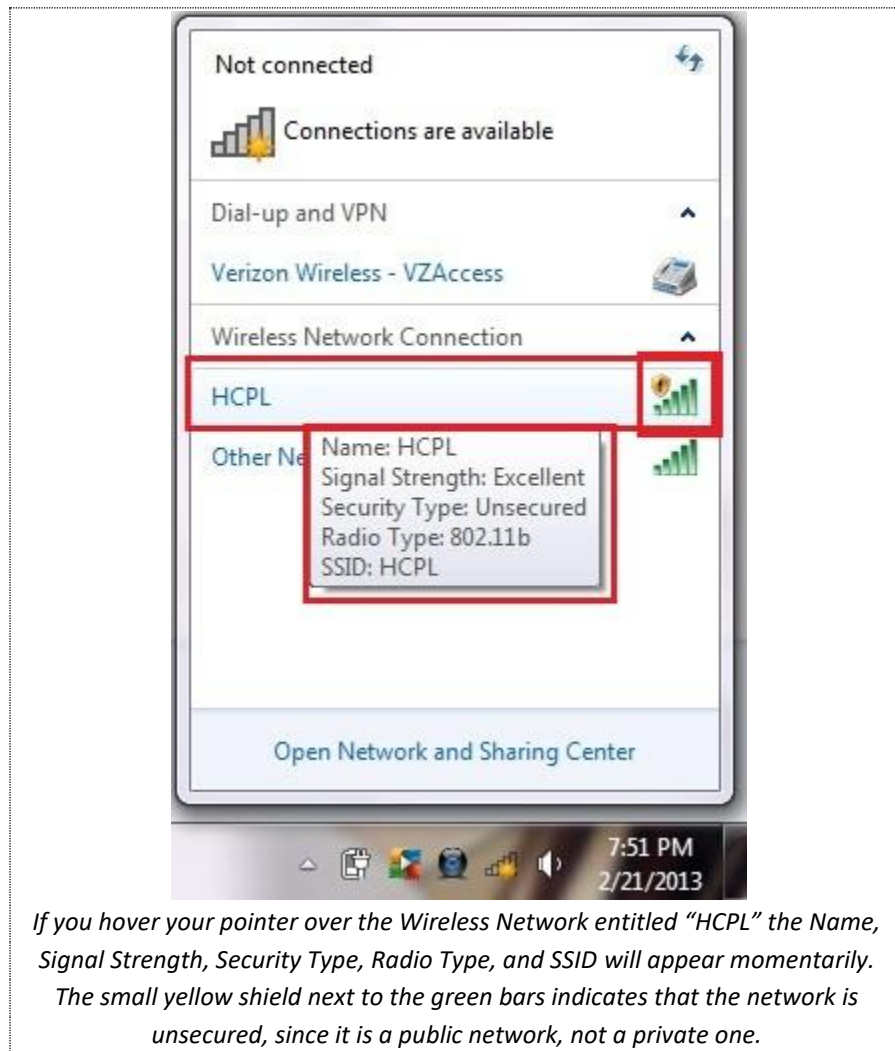
If you hover your pointer over the Wireless Network entitled "HCPL" the Name, Signal Strength, Security Type, Radio Type, and SSID will appear momentarily. The small yellow shield next to the green bars indicates that the network is unsecured, since it is a public network, not a private one.

Step 3: By clicking on the "HCPL" Wireless network, the image changes slightly to bring-up the "Connect" button.
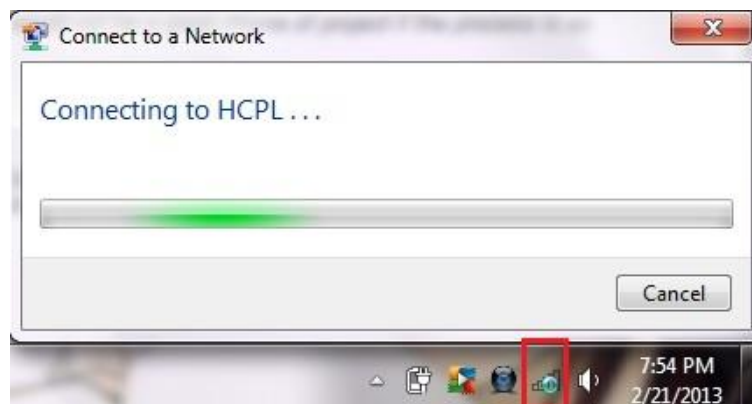
After selecting "Connect" *this dialogue box will appear until the connection is finalized. Notice also that the bars have a blue 'busy' circle where the yellow star used to be. This shows that it is making an effort to connect to the network*

Step 4: Once the dialogue box disappears and the bars appear all (or mostly all) white you have successfully established a connection to the library's Wi-Fi network.

This can be seen one of two ways:

By hovering the pointer over the connection bars and seeing the small dialogue box appear momentarily (see above image).

OR

By clicking on the bars and bringing up the network center and seeing the top "Currently connected to" and the "Connected" status in the list of networks next to the library's Wi-Fi network (see left image).
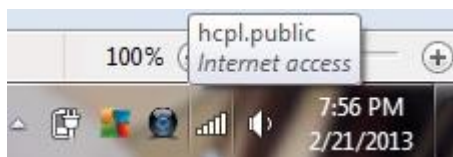
Congratulations! You have successfully connected to the HCPL Wireless network! Should any problems arise, or for further questions or information, please consult a staff member.

Demonstrate the Ability to Adapt to Changes in Technology

Working in a library is working hands on with sometimes the latest technological advances and materials. Because of this, one must not only be aware of changes in technology, but also be able to understand them well enough to teach another person. Libraries have gone under such dramatic changes in the last even just fifteen years, as has technologies and the ways in which we communicate. It is important to keep the Digital Divide in mind when helping anyone outside of the age range of the people utilizing the devices.

I mentioned above of the RFID tag system and the changes to the library's technologies that has opened the doors for. However, there are many more adaptations in the library world today. I was lucky enough to be born in the age of technology, able to witness many current trends firsthand and work with those accordingly. Because of this, I am eager to learn about the various differences and changes in technology. Changes come easier for me to learn, and therefore easier for me to teach people.

In our library we are fortunate enough to have implemented an RFID system. This system thus allows us to utilize an automated return which discharges the item as soon as it is returned. There are some problems with the system, such as if the RFID tag itself is damaged and the system does not recognize it. When this happens, the system puts the item in the Exceptions tub, which is all fine and good, aside from that it does not appear on the screen as returned. This is confusing for patrons, who then immediately assume that they will be charged for the item. There are also patrons who outright refuse to use the automated return, as well as the self-check machines.

The library is a technologically growing force. Many speculate that libraries will become nonexistent or extremely underfunded. I highly disagree. No matter what the future holds for print books versus eBooks, there will always be a need for libraries. Not everyone has access to popular or the most updated technologies, in addition, libraries will always be renowned as the place to do research. Libraries are places of higher education, a resource for information, and a beacon for its community. To keep up with these constant demands, librarians and library staff must be willing to learn, they must be willing to master a new technology enough to effectively explain it to another person.

Demonstrate an Understanding of and the Ability to Utilize Copy Cataloging

1. Copy cataloging saves libraries time and money because it uses existing library records as the basis or complete catalog review of incoming items. This allows libraries to spend less time investing in cataloging and more time in improving patron experience and the quality of their library.
2. Three sources for cataloging source copy are:
    a. Library of Congress
    b. National libraries of Canada
    c. United Kingdom libraries
        i. These libraries are rarely incorrect and the highest quality of data available is provided through them.
3. There are five main steps in cataloging:
    a. Searching and retrieving records to copy from source databases. This must be done with the utmost quality and functionality in mind. The sources must be dependable and up to date.
    b. Confirming the record matches with the materials is crucial to maintaining an accurate and up to date database.
    c. Editing data from the source records. Sometimes data doesn't match exactly or is out of date; this must be fixed to ensure that all database entries are correct.
    d. Entering local data.
    e. Producing the records.

Demonstrate Professionalism by Reporting for Work on Time, Keeping Appointments, and Following the Rules and Regulations of the Library

---

To move up in the world and to advertise yourself as a respectable and reliable employee, it is crucial to report to work on time, always be doing something productive, rarely call in if able, pick up extra shifts or work over if asked, and above all else follow the rules and regulations of your employer. Libraries are no exception to this standard. If anything, libraries should be held higher in regards than that of a different job. Libraries are institutes of higher education, so being an employee there demands professionalism, tact, and a willingness to help.

You can ask any of my previous employers, volunteer coordinators, or families I have babysat for, and they will vouch that I am a reliable and tactful person. I show up to work on time and I am willing to pick up extra shifts when necessary. I love working alongside coworkers who can pull their own weight, are self-motivating, and care as much as I do for the wellbeing of the library. I am a "busy body" and am always moving or doing something. Throughout this practicum I reported to work on time and followed the policies and procedures of the various departments that I was assigned to.

I am a planner, and when I have an agenda for a meeting or project, I will do my best to honor that prior commitment to something. I hate cancelling plans of any sort at the last minute, and avoid it if at all able.

Many say I am an individual and have my own way of doing things, which is absolutely true. That being said, it is also true that I am a rule follower and will do my work in line with the guidelines that are laid before me. Throughout this practicum I have worked in two departments that I have not yet worked in at the library. This was interesting as well as exciting for me to experience the variations in desk duties. I complied with and performed above expectations for the workings of the various departments.

Although it is important to always stick to the rules, it is also equally as important to recognize that life happens, and sometimes those rules may be bent. Am I saying that everyone who tells you they forgot when the due date was because their uncle in law was in the hospital deserves to have their fines wiped? No. What I am stressing is that we are human, we make mistakes, and most of all, life happens. When someone's loved one is in the hospital or their home was burglarized or a natural disaster occurred, chances are that the last thing they are thinking about is an overdue library book. I believe that morally there should be times at any corporation or in any scenario that we should treat people as we would want to be treated in that case.