

Reeling Them In, A-Z

OLA-WLA 2019



Lisa J. Bain, Teacher-Librarian
Oak Harbor H.S. Oak Harbor, WA
lbain@ohsd.net
360.279.5748
libraryohhs.weebly.com





Passive
Interactive

Passive

- Subtly attention-getting
- Things you do to snag them mentally
- Something they will notice
- Does not require you to operate it
(continually)



Interactive

- Instructions are required
- They can do it on their own
- You are nearby if needed
- Happens during a set time



Index of Passive Ideas

Book Exchange

Coloring

Displays

Furniture

Installations

Logo

Natural Light

Quote Board

Smile

Teachers (Staff) Read

Unloved books (display ideas)

eXit

YRCA

Zones

Take One-
Leave One
Book Exchange

Teen and school appropriate
Gently used books, paperback or hardback
Books Only

BOOK RETURN



TAKE ONE -
LEAVE ONE
BOOK EXCHANGE

School Appropriate

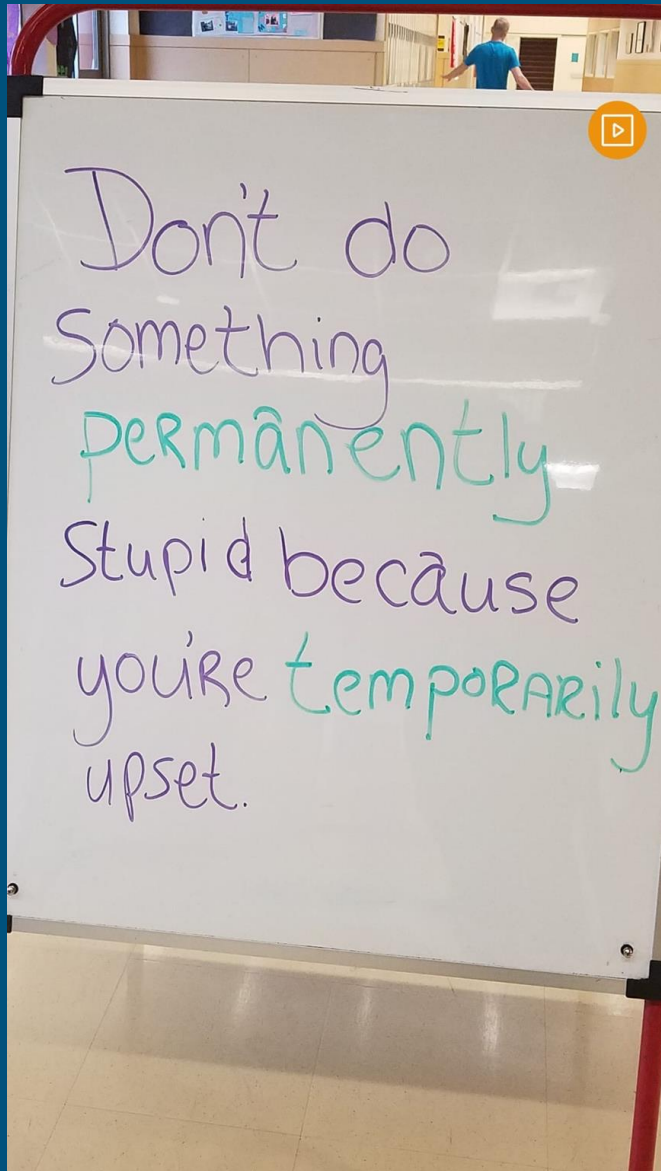
Books Only

Gently Used Books

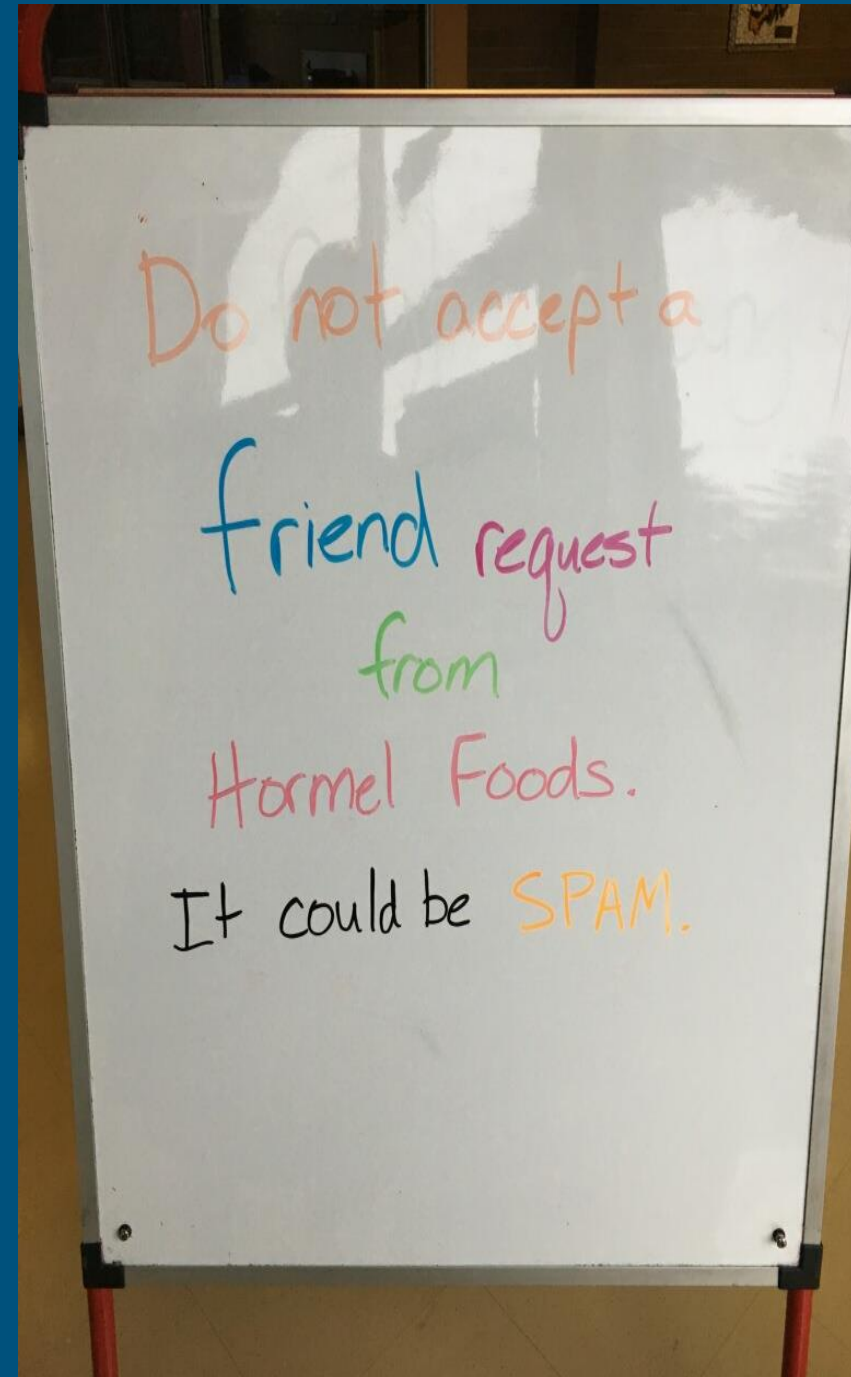
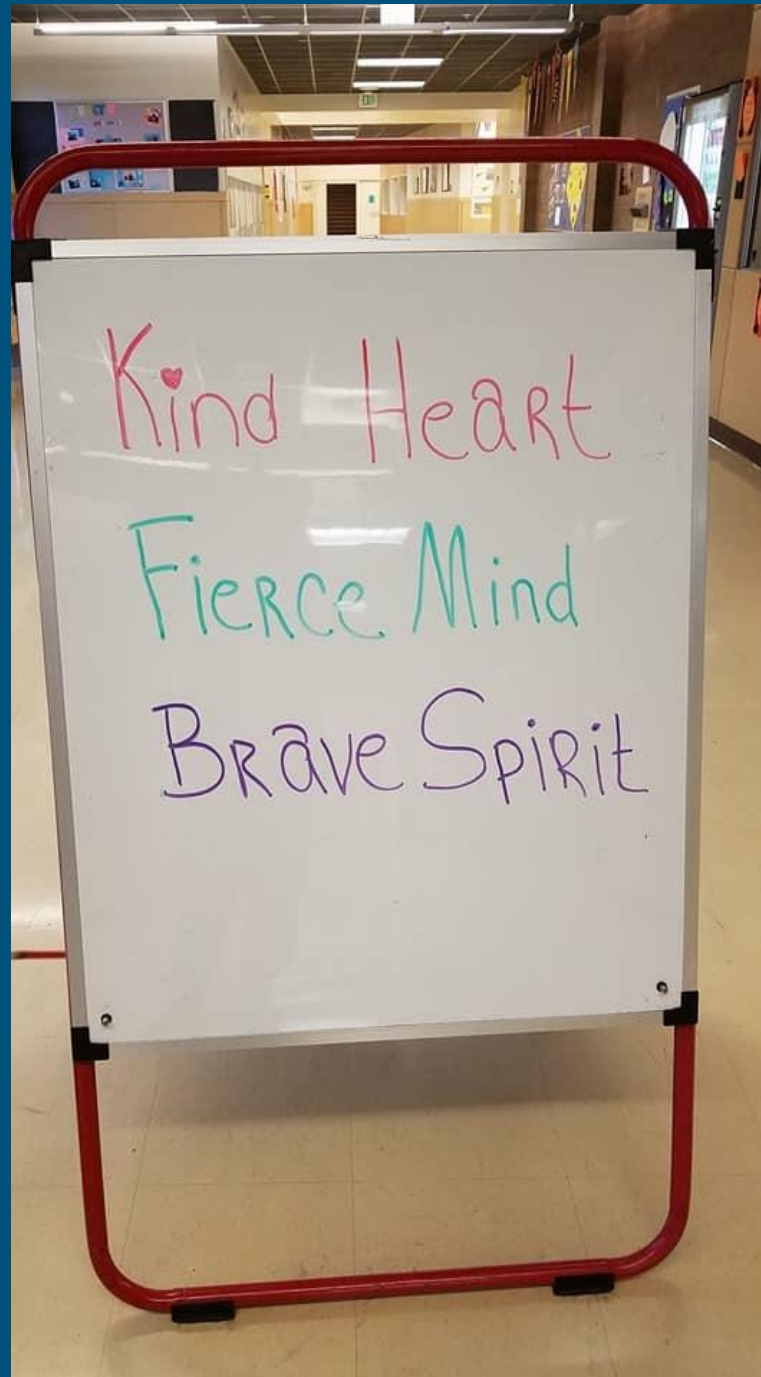


Book Exchange





Quote Board





Teachers (Staff) Read

Index of Interactive Ideas

Add-a-thought

Contests

Displays

Escape Rooms (Breakout)

Games

Hosting

Jenga (Giant)

Kiss & Tell

Legos

Mosaics

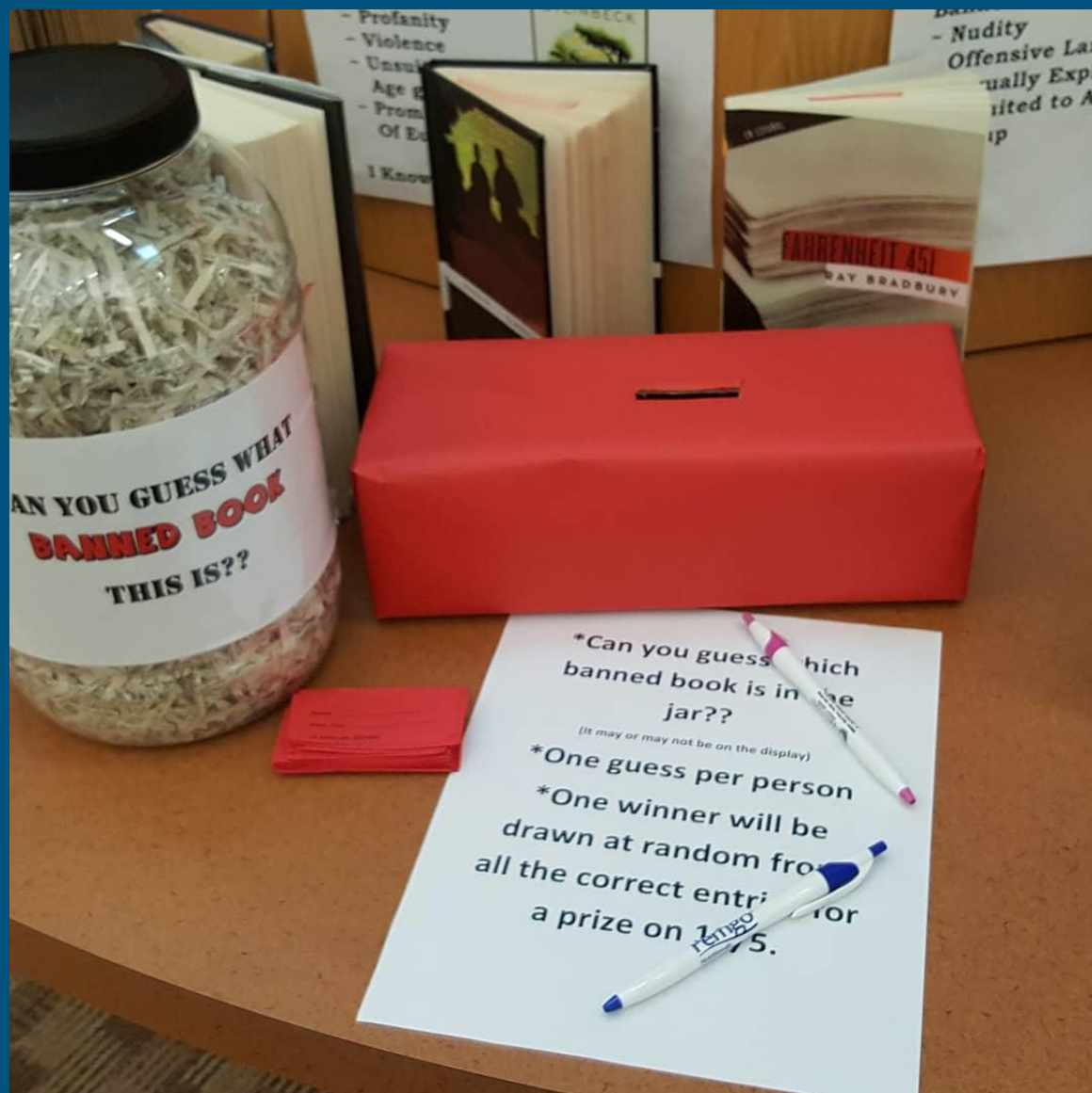
Origami

Poetry

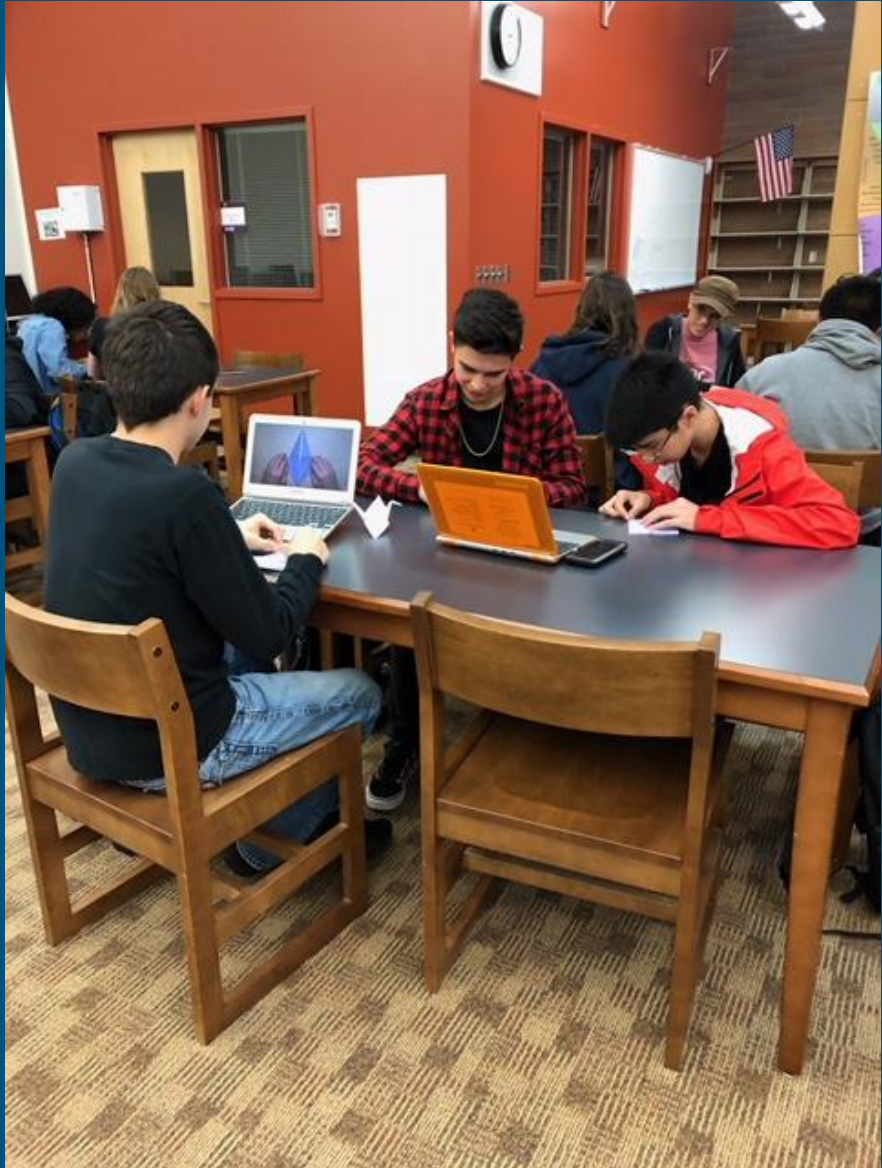
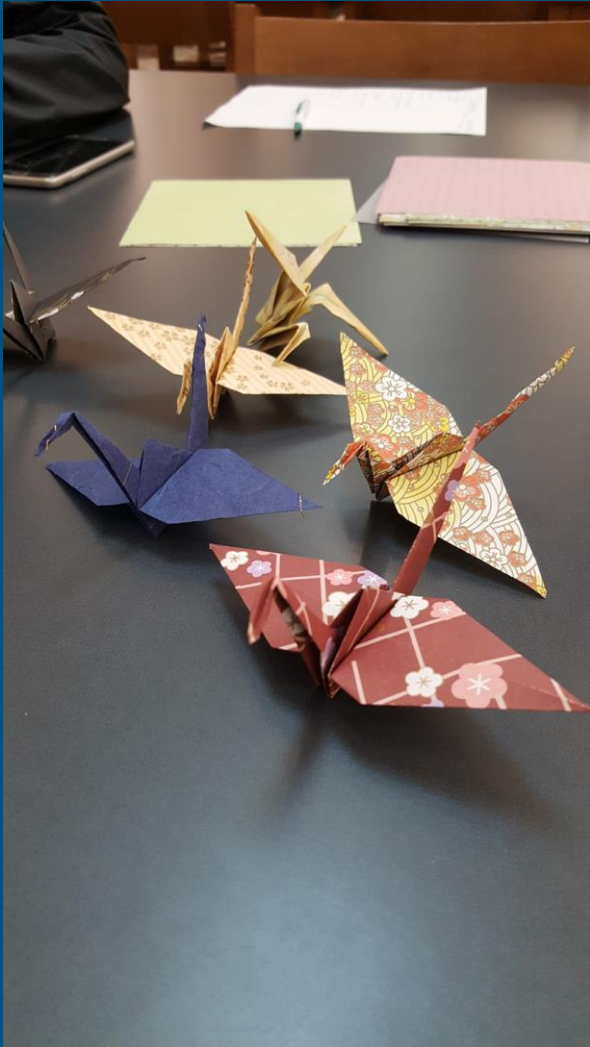
Reading Club

Virtual Reality

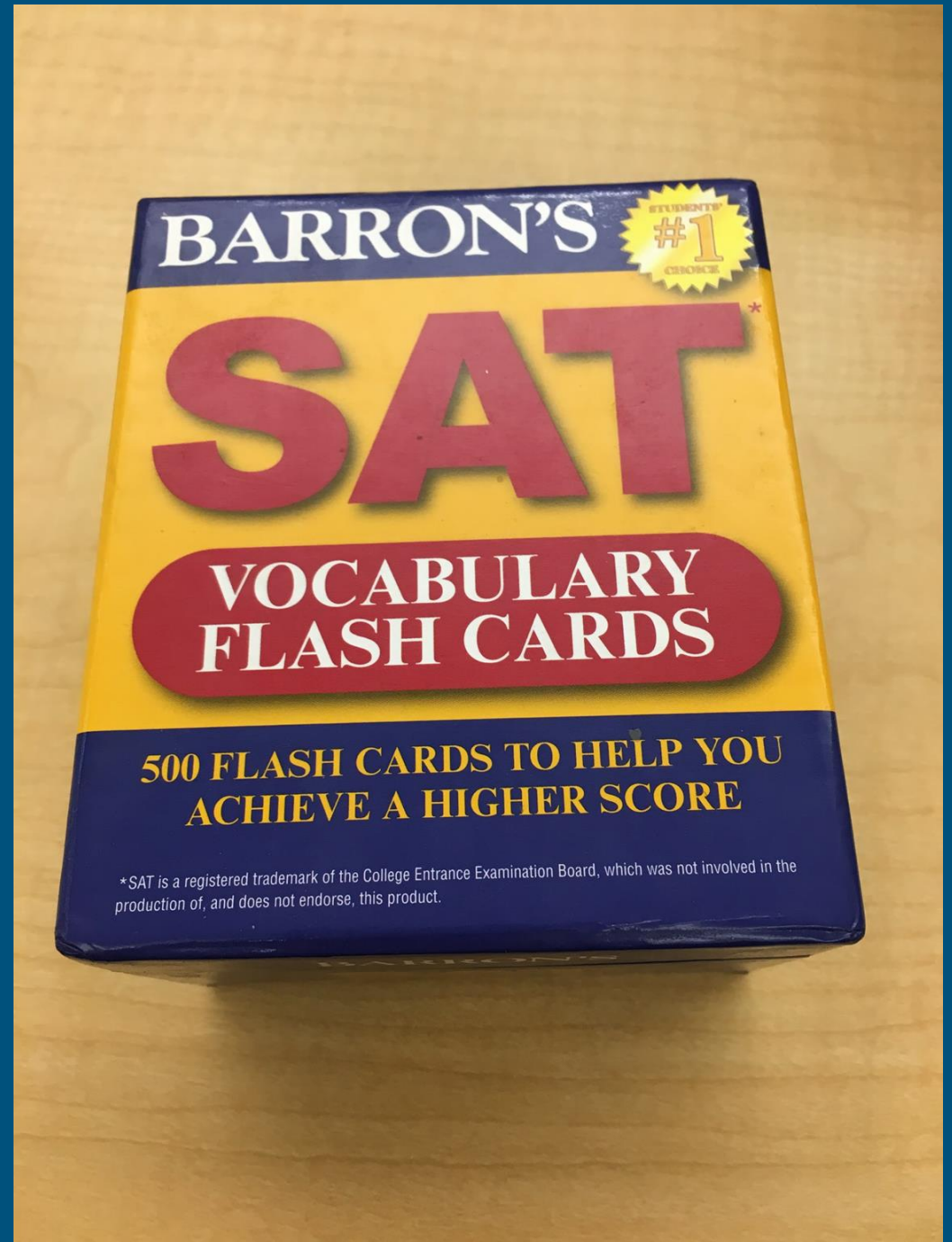
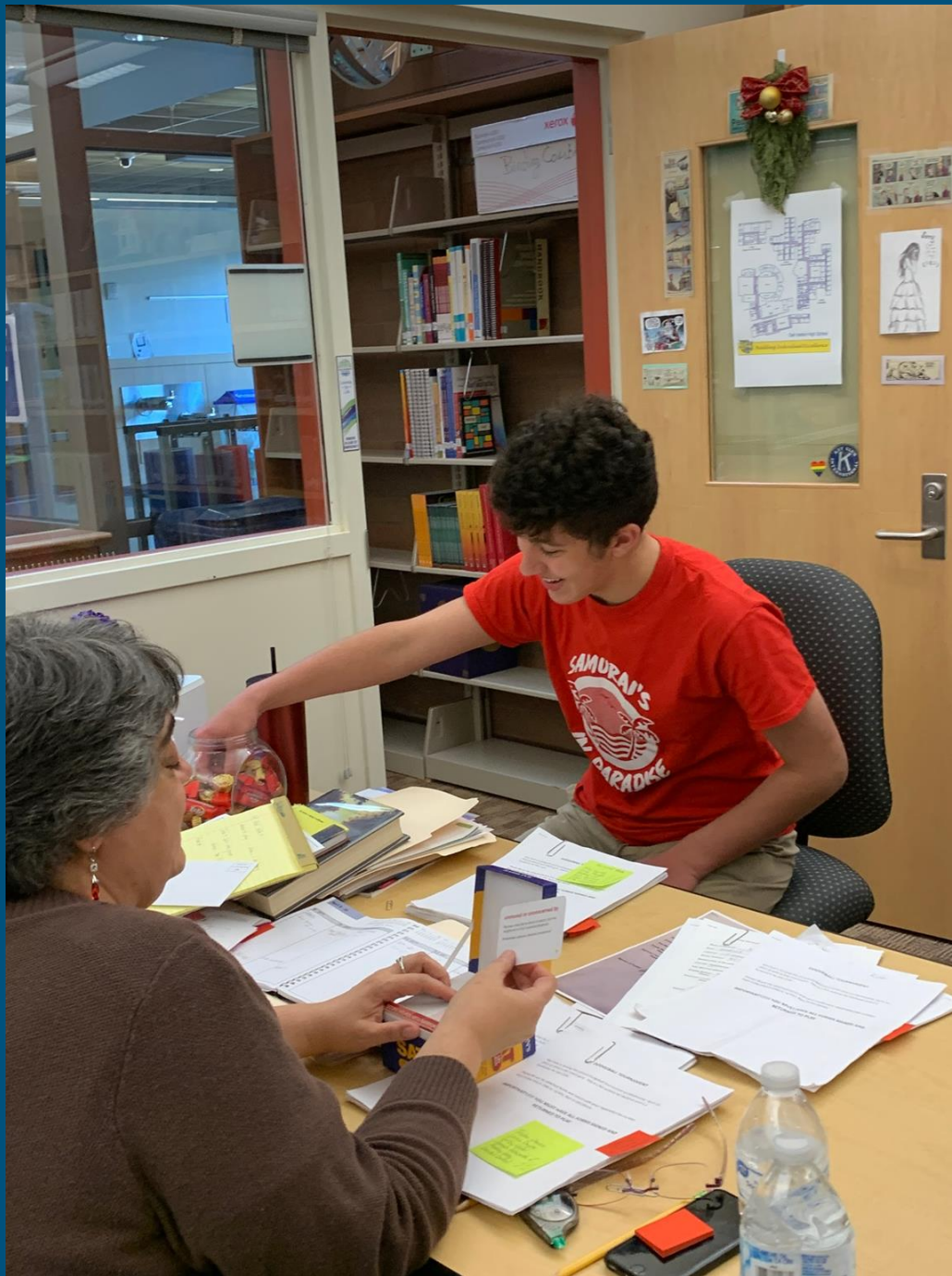
Words



Contests



Origami



Words



Ideas, A-Z



Add-a-thought

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Smile, Snowflakes

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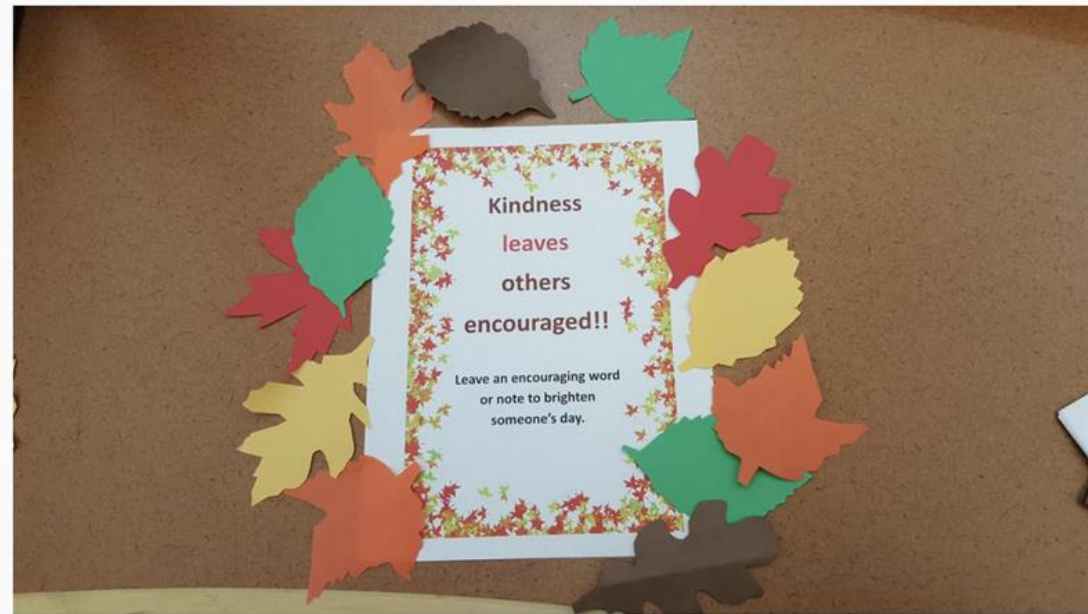
YRCA

Zones

Reeling Them In

ADD-A-THOUGHT

The concept here is that students are writing on an element of a larger display. We generally put the pieces out on the tables for them to do during our lunch periods. We did this one in the fall, and put them up in a display in the hallway. We've done this at Thanksgiving with pumpkins (What are you thankful for?), at Christmas with snowflakes (What do you wish for?), at Valentine's with hearts (What do you love?), and several other themes.



BOOK EXCHANGE

COLORING, CONTESTS

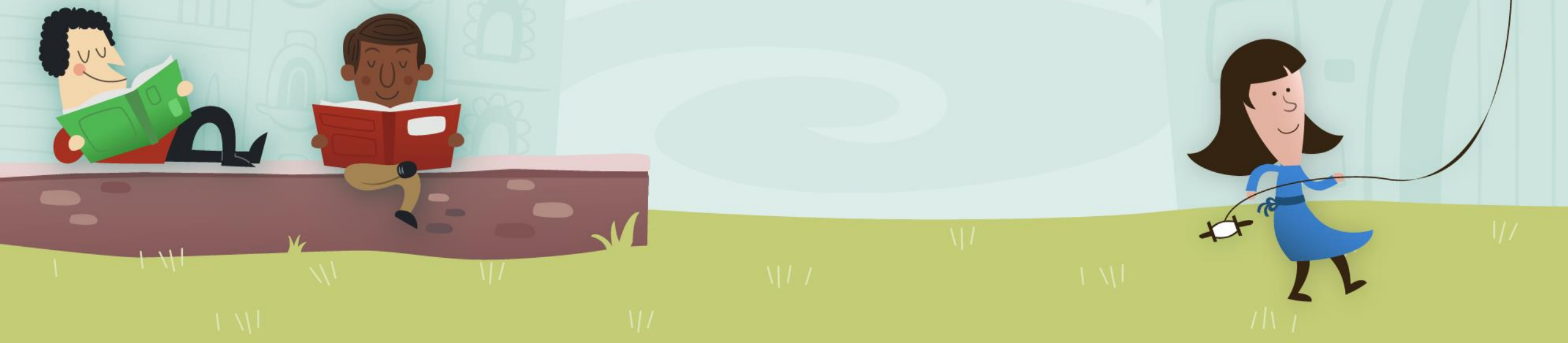
DISPLAYS

Lisa J. Bain, Teacher-Librarian
Oak Harbor H.S. Oak Harbor, WA
lbain@ohsd.net
360.279.5748
libraryohhs.weebly.com



STEM Storytime for Ages 1-3

Sarah Vandehey, Beaverton City Library



Why Offer STEM Storytime for Toddlers?



Pro Tips

- Keep it active
- No more than 2 books
- Start from the activity and work from there
- Incorporate everyday objects



Contact Me!

- Sarah: svandehey@beavertonoregon.gov





Grow
A Reader!



FVRLibraries
FORT VANCOUVER REGIONAL LIBRARIES

FVRL Libraries see a need based on state stats

WA State = Low School Readiness Numbers

- Statewide: 46.7% met the standards for all six domains.
 - The actual percentages varied widely by domain and by the race and ethnicity of the student.
- Readiness varies from 23% to 70% in our service area (SW WA). Our more suburban and urban areas have made great progress in the last couple years and on average are on par or slightly above average (yay!), but there are still noticeable differences in schools in more affluent areas vs those in lower income areas (22% vs. 78%).
 - Our rural areas are still pretty far below that average (Lyle - 23%, and Goldendale - 25% for example).
- 48% of students in our service population met 3rd grade reading standard

These are the latest stats from Washington State OSPI
(Office of the Superintendent of Public Instruction)

Students were assessed in six domains of readiness for school:
social emotional, physical, language, cognitive, literacy, and math

FVRL LIBRARIES Mission & Strategic Goals

WWW.FVRL.ORG

Strategic Priorities

In order to carry out its [mission, vision and values](#), FVRL has identified three strategic priorities for 2018-2020:

Support Student Success

Desired outcome: *Students have the tools they need at school, home, and in the community to overcome barriers and achieve success.*

Objectives

- Support Washington's goal of every child entering kindergarten ready to learn.
- Connect students and teachers with high quality online research tools.

Build Connected Communities

Desired outcome: *People discover their communities by connecting with each other and with area organizations in vibrant, welcoming spaces.*

Objectives

- Develop and maintain great partnerships with area organizations.
- Increase opportunities for people to discover area resources, learn about their community, and participate in civic engagement activities.

Foster a Culture of Innovation

Desired outcome: *Staff feel confident sharing their ideas for service improvements as a welcomed, valued and necessary component of organizational success.*

Objectives

- Staff adopt outcome-based evaluation as an approach to solving problems and developing new service.
- FVRL establishes benchmarks for core service goals, and uses staff insight to find great ways to meet those goals.



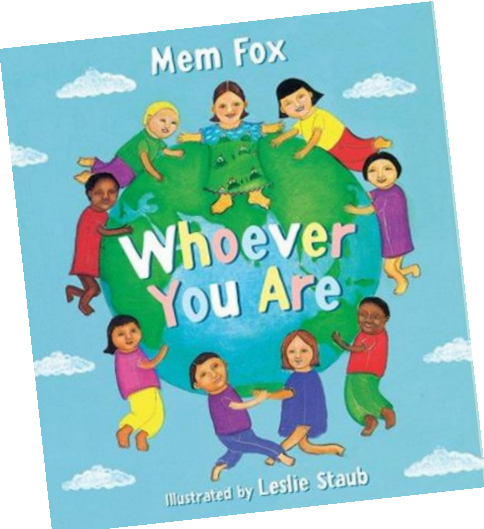
Foundation Funds Materials: bins, books, stickers, & book marks



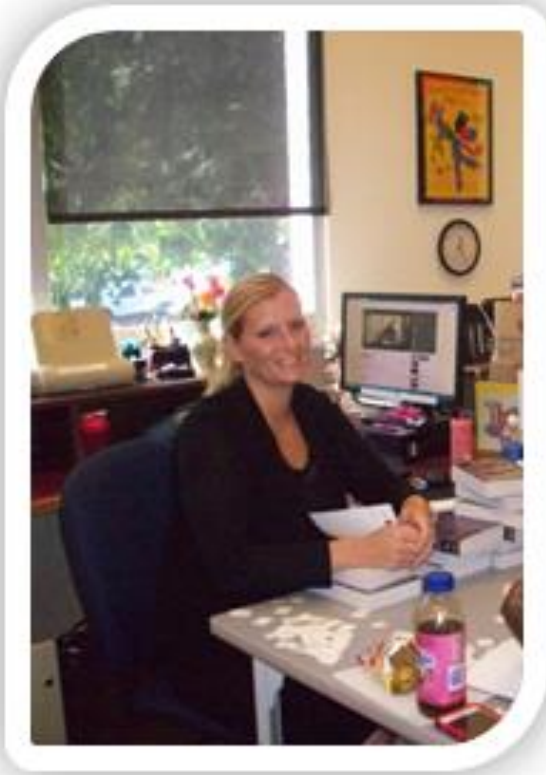
GAR Bins are placed in waiting rooms EVERYWHERE!



Student & Youth Coordinator Selects & Orders Books



FVRL Operation Center Volunteers Label Books



Service groups, work programs, & individuals



Trained Ambassador Volunteers Maintain Bins

Once a month:

Check-in with site

Clean

Organize

Re-stock

Replace damaged bins

Report back to FVRL

Scout/Suggest new locations



Success!

- Bin Totals
 - 52 total bins throughout four counties - laundromats, social services offices, city hall, coffee shops, etc.
 - 6 new sites in 2018 (and three on the waiting list for the new budget year in July)
- Gave Out:
 - 2150 Early Learning Bookmarks in three languages
 - 895 picture and board books in three languages
- General Info:
 - Most bins are checked on monthly (or more often depending on the location)
 - Recently made the switch to paperback books in order to be able to facilitate more sites and more repeated refilling of bins

Questions?

Sherry Braga, FVRL Libraries Volunteer Coordinator along with

FVRL Libraries Outreach & Community Partnership Division

volunteer@fvrl.org

360-906-5075



FVRLibraries
FORT VANCOUVER REGIONAL LIBRARIES



That's MY Job!

How we learn about working together to answer questions

Question answering areas of responsibility



Referrals go back and forth between Access Services and Information Services. Check with a colleague if you aren't sure — we all Think Yes!

Access Services staff answer questions within their areas of responsibility

ACCESS SERVICES

- Complex account troubleshooting
- Fines, charges and collections
- Who can get a card and patron type options
- E-content: passwords, holds and returns
- Snags, problem shelf, discards and minor repairs
- Materials movement
- Paging and other search lists
- ILL pick up

EVERYONE

- Assess patron needs
- Collaborate with colleagues
- Directory assistance
- Talk to patrons about books
- Scanner, printer and copier help
- Create, search and update accounts
- Look up items and place holds
- Troubleshoot e-content
- Refer when appropriate
- Self-assess areas of knowledge
- Directional assistance
- Talk to patrons about library services
- Computer, email and word processing help
- Check out, renew and check in materials
- Understand messages, charges and blocks
- Basic ILL help
- May have personal areas of knowledge

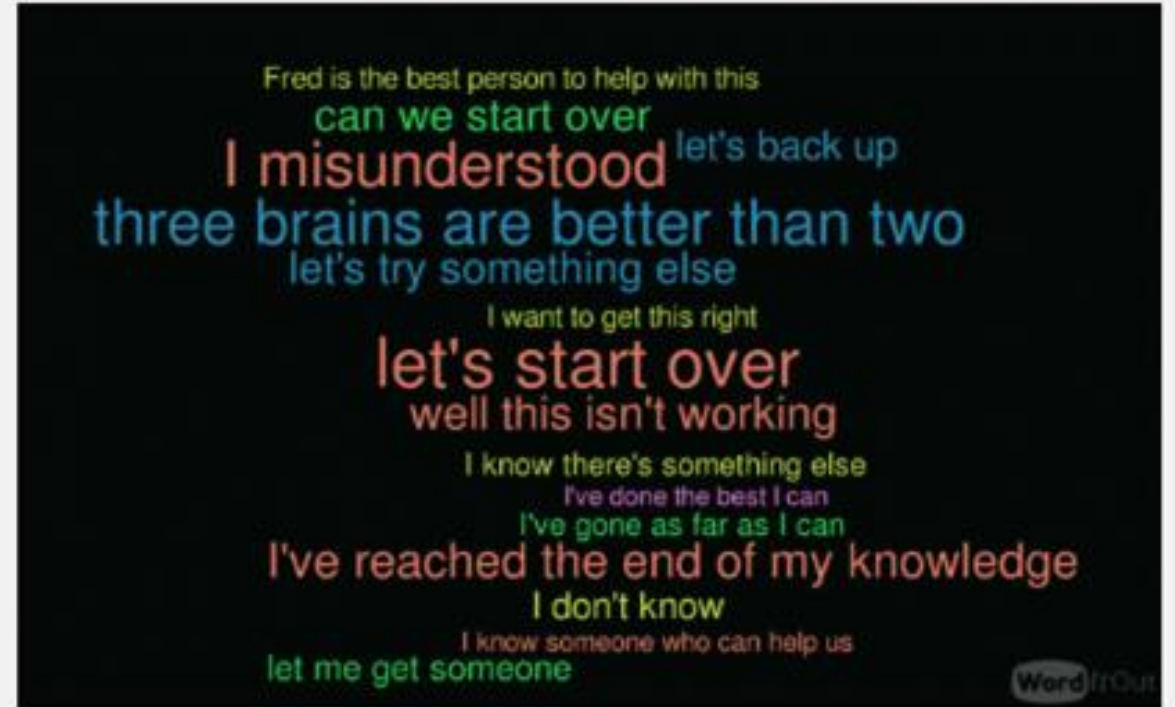
INFORMATION SERVICES

- Complex patron interviews
- Research questions
- Library research tools and resources
- Local resource options
- Readers' advisory
- Collection management
- Complex tech issues
- Book a Librarian
- ILL selection

Information Services staff answer questions within and beyond their areas of responsibility



How do you make a friendly first point of contact?



How do you let a patron know you need to refer them?

Discuss whether these statements are productive feedback and why or why not.

1. I don't want you to get upset about what I'm going to say, but I think you are too harsh when people have fines.
1. It really doesn't matter to me, but a lot of people would really be upset with what you just did.

Communication agreements



Agreement 3: Continual learning is an important part of our work. We accept feedback from others as one more way to stay relevant and strengthen our skills. We offer feedback to others in the same spirit.

Feedback can be hard to give and hard to receive, but at CAP it happens organically. For example, we remind each other of changes or updated policies. We might say “I noticed you did this. I think we’re now supposed to do that.” Staff who train other staff naturally give them feedback in the moment whenever possible.

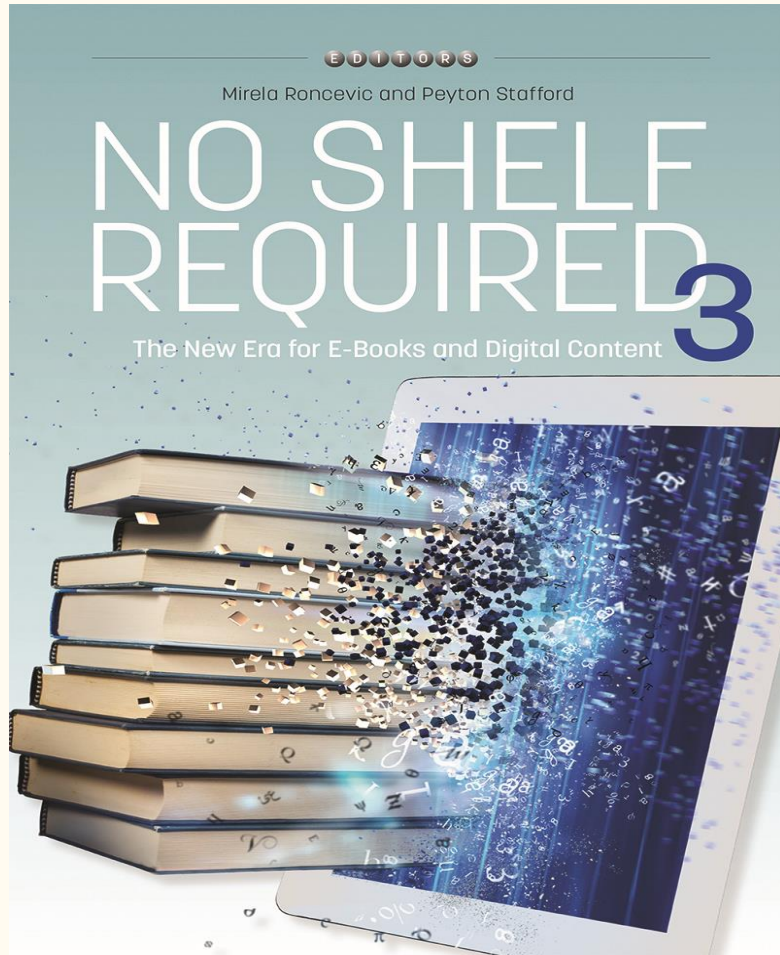


Amy Honisett
Multnomah County Library
amyh@multcolib.org

Cutting Edge E-Book Trends and Projects

A Presentation for the 2019 OLA/WLA Conference

Based on a forthcoming ALA Editions title



- Available late May 2019 through ALA or usual library suppliers
- Edited by
 - Mirela Roncevic, writer, editor, journalist. Formerly with Library Journal. Founder of One Country, One Library initiative.
 - Peyton Stafford, writer, editor. Formerly VP of library services with several digital publishers and distributors.
- Featured contributors include
 - Jamie LaRue, director ALA Office Intellectual Freedom
 - Micah May, leader of DPLA Exchange, Libraries Simplified, and SimplyE.
 - Mary Minow, Berkman Klein Center for Internet and Society Fellow. Attorney specializing in library law.

Groundbreaking Trends & Initiatives

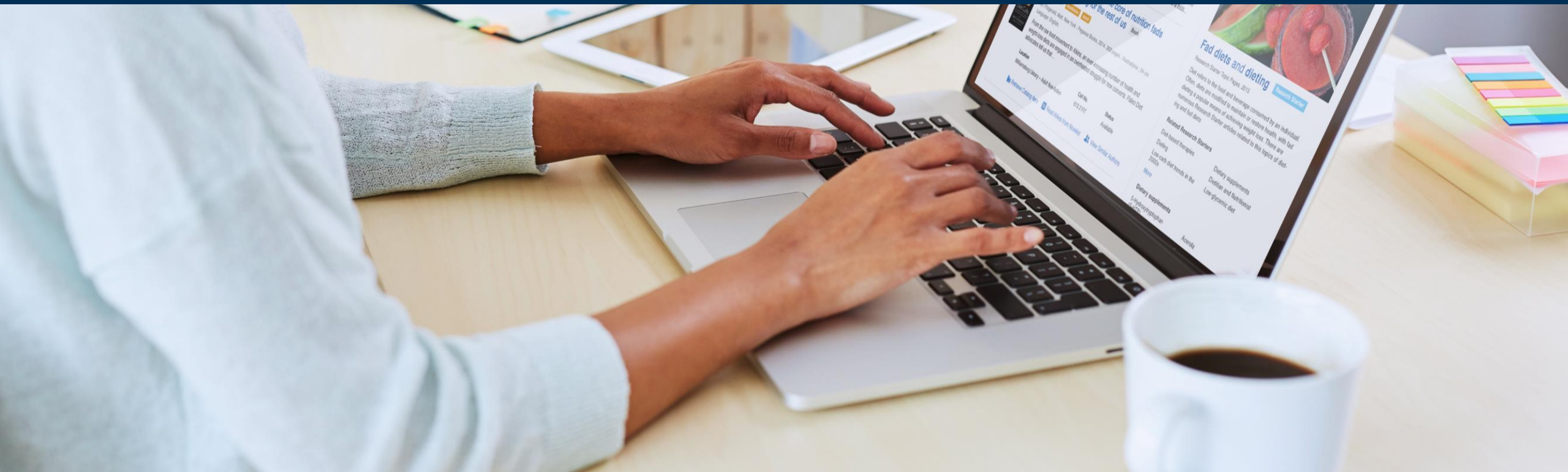
- Libraries building e-book platforms
 - Douglas County, Colorado. Jamie LaRue. 2011-15. Ownership. Interface. Cost.
 - DPLA's National E-book Platform. Conceived 2010. Pilot 2017. Library-centric.
- Creative use of e-book technology
 - Internet Archive's Open Library Project. Scanned books. Copyright issues.
 - Croatia Reads: How a Small Country Became a Big Virtual Library. Geolocation. FReZ.
 - Multnomah County Library Writers Project. Featured books circ likst Big 5 bestsellers.
 - Los Gatos High School Poetry Project. \$0 cost book publishing by students.
- More...

Thank you

Peyton Stafford

peyton@peytonstafford.com

Empowering Libraries & Researchers with 21st Century Authentication Solutions



Some Key Terms

IP Authentication

A form of access management that grants access to resources based on the IP address of a user's device.

Proxy Service

Software that acts as an intermediary between users and content. Often used to facilitate remote access to subscription-based content.

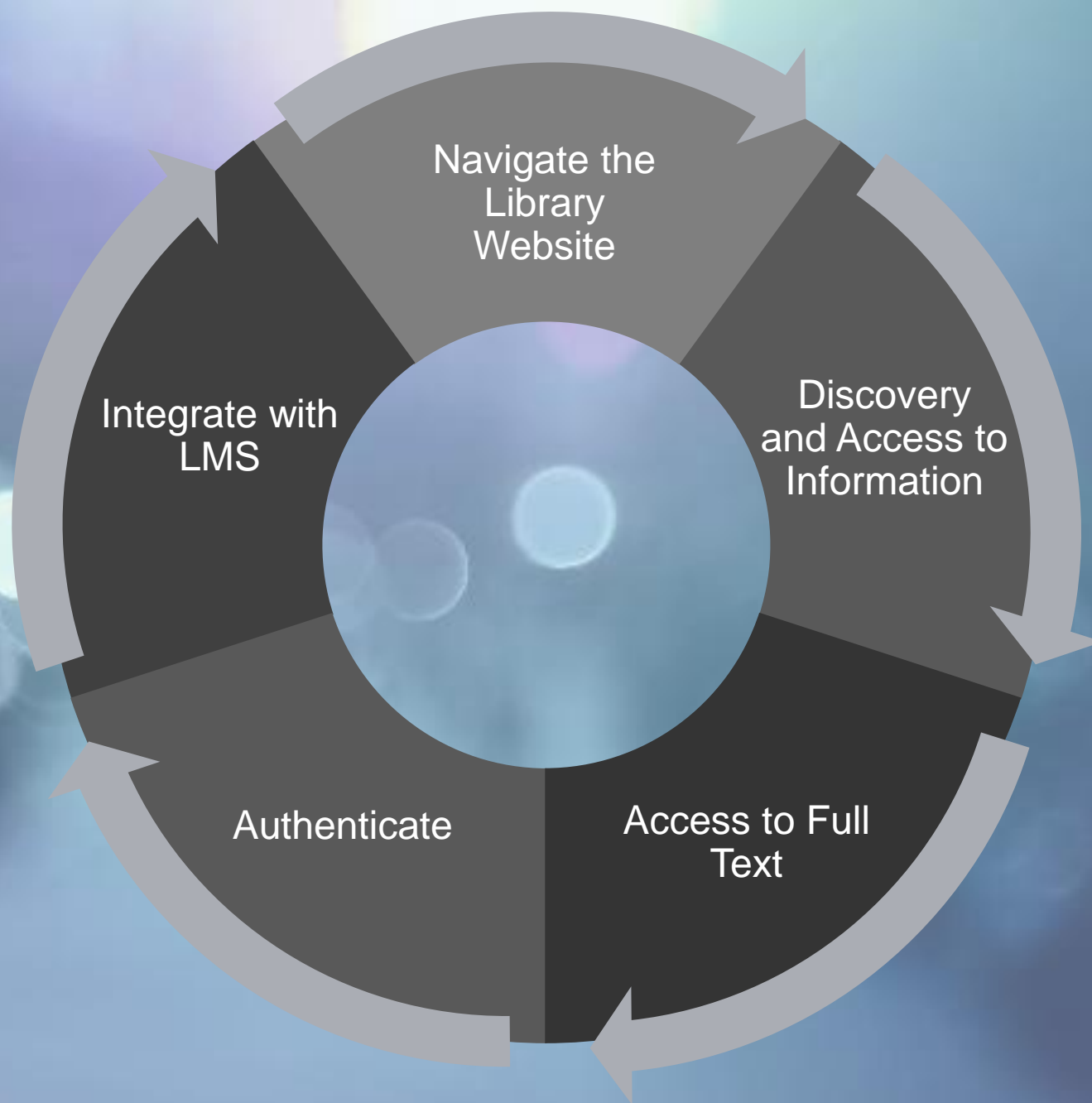
Identity Provider (IdP)

An organization or product that confirms user identities and attributes to enable them to access content owned by service providers.

Federation

A group of organizations consisting of identity providers and service providers which enables access to content via agreed attributes and eligibility.

The End-User Journey





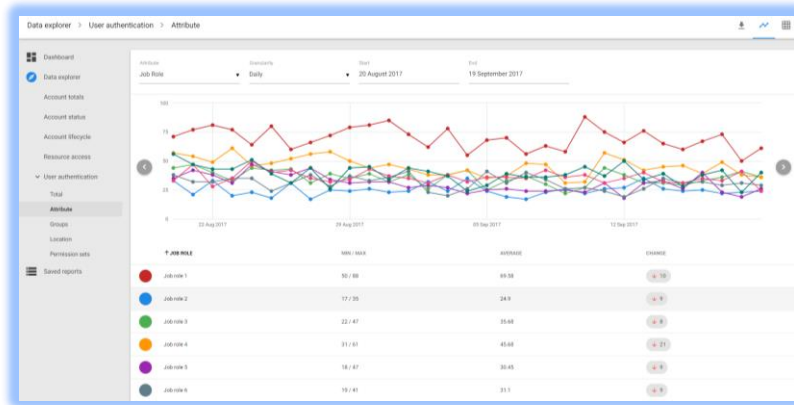
What is it?

OpenAthens – What is it?

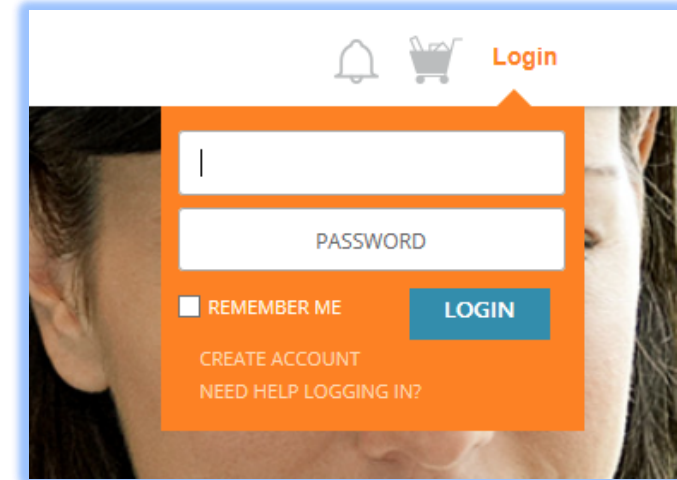
- Username/Password system for access to digital resources
 - Use current credentials or create in OpenAthens
- Provides user categorization & statistics
- Access Management - down to the Individual Platform & User
 - Customizable Permission Sets (by department, role, major, year of grad, etc)
- Provides anonymized patron information to Service Providers
- Fully Cloud-Based Service with 24/7 Customer Support

Four Pillars of OpenAthens

Reporting



User Experience



Security



Administration

The screenshot shows the OpenAthens Administration dashboard. It features a navigation menu with options like 'Accounts', 'Resources', 'Statistics', 'Preferences', and 'Management'. The main content area includes a 'Summary for the last thirty days' section with statistics for Accounts, Users joined/left, Resource allocation, User logins, Resources renamed, and Resources changed. There is also a 'Recent activity for this organisation' section showing events like 'Password was changed' and 'Email address changed'. A 'Most popular resources this week' section lists resources like 'Best Practice' and 'UpToDate' with their respective counts.

Integrates with organization's own systems...



- SAML
- Active Directory (ADFS or LDAP)
- Portals
- Learning Management Systems
- Google G Suite Global Directory
- ILS: Symphony and Koha, etc
- Student Information Systems
- APIs

NO NEW USERNAMES OR PASSWORDS

Academic relevant, third-party integrations with OpenAthens



CAS (Client Access Server)



Publishers in OpenAthens Federation



BMJ Journals



IBM Watson Health

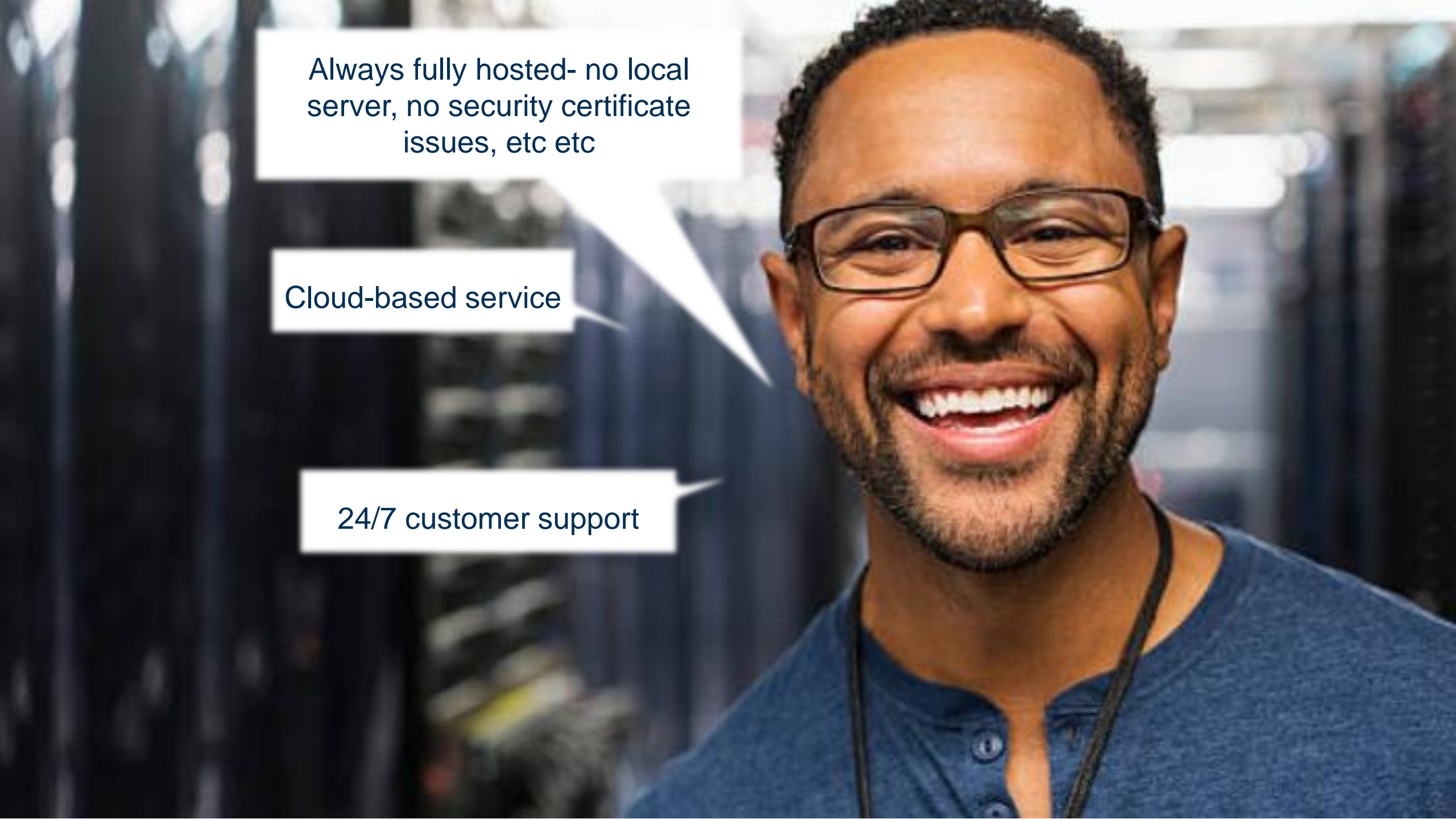
EBSCO



ingenta

SPRINGER NATURE



A smiling man with glasses and a beard, wearing a blue shirt, stands in a server room. Three white callout boxes with black text are positioned to his left, pointing towards him. The background shows rows of server racks.

Always fully hosted- no local server, no security certificate issues, etc etc

Cloud-based service

24/7 customer support

Military-Grade Security with SAML

Your patrons' data remains private, even while providing a modern, personalized user experience.



Can IP/Proxy authentication meet today's requirements?

RA21

Guiding Principles

- Seamless
- Evolving
- Any location
- Any device
- Balance between security and usability
- Customer will not be burdened with administrative work or expenses related to implementation and maintenance
- The implementation plan should allow for gradual transition and account for different levels of technical and organizational maturity in participating institutions



Reporting Features

Reporting Dashboard

OpenAthens Reporting

- Dashboard
- Data explorer
- Saved reports

Top resources

Last 7 days

| | Unique Logins |
|--------------------------------------|---------------|
| EBSCO Information Services | 668 |
| SAGE Journals | 78 |
| ProQuest & Chadwyck-Healey databases | 67 |
| Ovid Technologies, Inc. | 53 |
| Wiley Online Library | 34 |

Active users

Last 7 days

350



Total users

Yesterday

1,476

| | |
|------------------|-------|
| Active accounts | 1,476 |
| Expired accounts | 5 |

Sessions by country

Last 7 days



Accounts ▾

Resources ▾

Statistics ▾

Preferences ▾

Management ▾

ebgzzz > acoe2

Catalogue

Permission sets

Redirector link generator



Add...

 Acad Curr Dir Nursing

👤 2

🕒 45

 Adjunct Faculty

👤 106

🕒 45

 Administration

👤 8

🕒 45

 B.S. in Healthcare Administration

👤 1

🕒 45

 Certificate in Adult Education and Corporate Training

👤 1

🕒 45

 Certificate in Advanced Graduate Study

👤 1

🕒 45

 Certificate in Bilingual Education

👤 1

🕒 45

 Certificate in Content Area Instruction

👤 1

🕒 45

 Certificate in English as a Second Language and Bilingual Education

👤 1

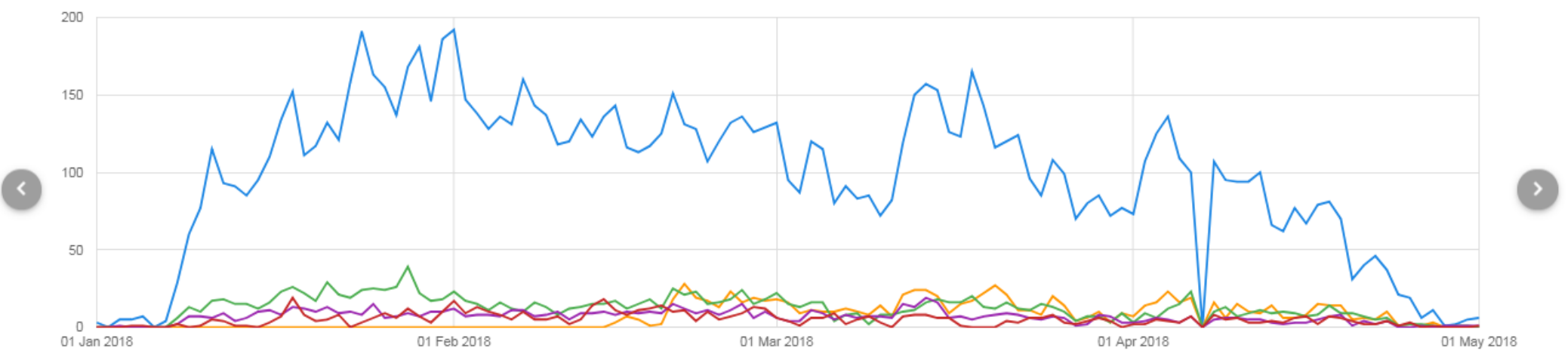
🕒 45

Customizable Permission Sets for Resource Allocation and Viewing Usage

- Dashboard
- Data explorer
- Account totals
- Account status
- Account lifecycle
- ▼ Resource access
 - Total
 - Unique**
- ▼ User authentication
 - Total
 - Attribute
 - Groups
 - Location
 - Permission sets
- Saved reports

Granularity: Daily | Start: 01 January 2018 | End: 01 May 2018

Resource Usage



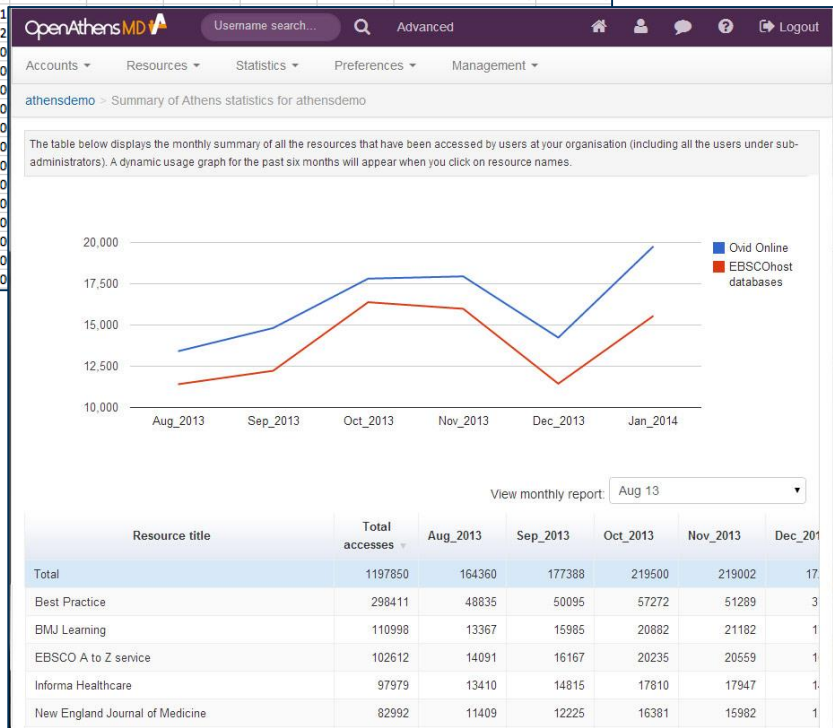
| RESOURCES | MIN / MAX | ↓ AVERAGE | CHANGE |
|--------------------------------------|-----------|-----------|--------|
| Totals | 2 / 251 | 139.42 | 5 |
| Ebsco information services | 1 / 192 | 101.06 | 3 |
| Proquest & chadwyck-healey databases | 1 / 39 | 13.5 | 5 |
| Ovid technologies, inc. | 1 / 28 | 12.25 | - |
| Sciencedirect | 1 / 19 | 7.28 | - |
| Wiley online library | 1 / 19 | 6.05 | - |

Attribute Reporting



OpenAthens statistics by user group broken down by resources
 Administrator : cbhzz
 Report period : 01 January 2016 - 30 November 2016
 Date run : 30 November 2016 18:15:32 GMT

| Group name | Total access | American College | American M | American Psychological Assoc | ClinicalKey | EBSCOhost d | EBSCO Infor | Elsevier Prod | HighWire Pr | Ingenta (tran | JAMA Netwo | McGraw-Hill | Nature - Mac | New Englan | Oxford Journ | Oxford University Press | ProQuest & |
|----------------------|--------------|------------------|------------|------------------------------|-------------|-------------|-------------|---------------|-------------|---------------|------------|-------------|--------------|------------|--------------|-------------------------|------------|
| Administration | 6 | 0 | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Diabetes Education | 9 | 0 | 0 | 0 | 1 | 0 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Diet & Food Services | 10 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Education | 2095 | 0 | 1 | 0 | 200 | 3 | 960 | 526 | 56 | 2 | 49 | 0 | 0 | 44 | 2 | 0 | 24 |
| Materials Mgmt | 5 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Nurse Practitioners | 676 | 1 | 2 | 1 | 7 | 1 | 85 | 197 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Nursing | 1345 | 0 | 0 | 0 | 25 | 2 | 961 | 39 | 40 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pastoral & Pt Relat | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pharmacy | 63 | 0 | 0 | 0 | 3 | 0 | 9 | 10 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physician | 1896 | 0 | 6 | 0 | 34 | 0 | 48 | 22 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physician Assistant | 19 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Registration | 6 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rehabilitation | 39 | 0 | 0 | 0 | 0 | 0 | 17 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Research | 7 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Risk Management | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sales Support & Reps | 16 | 0 | 0 | 0 | 5 | 0 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student NSG Temp | 312 | 0 | 0 | 0 | 16 | 0 | 237 | 18 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student Pharmacy | 78 | 0 | 0 | 0 | 6 | 0 | 31 | 8 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Surgery | 11 | 0 | 0 | 0 | 1 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transporters | 5 | 0 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |



- Correlate Procurement to Collection Use
- “Attribute” reporting by users, or groups
 - E.g.; alumni, faculty, graduate/undergraduate

Questions?

