Understanding Our Patrons' Needs

In order to thrive together in a digital environment

This work is supported by

Institute of Museum and Library Services

Advancing Digital Equity in Public Libraries: Assessing Library Patrons' Problem Solving in Technology Rich Environments

(LG-06-14-0076)

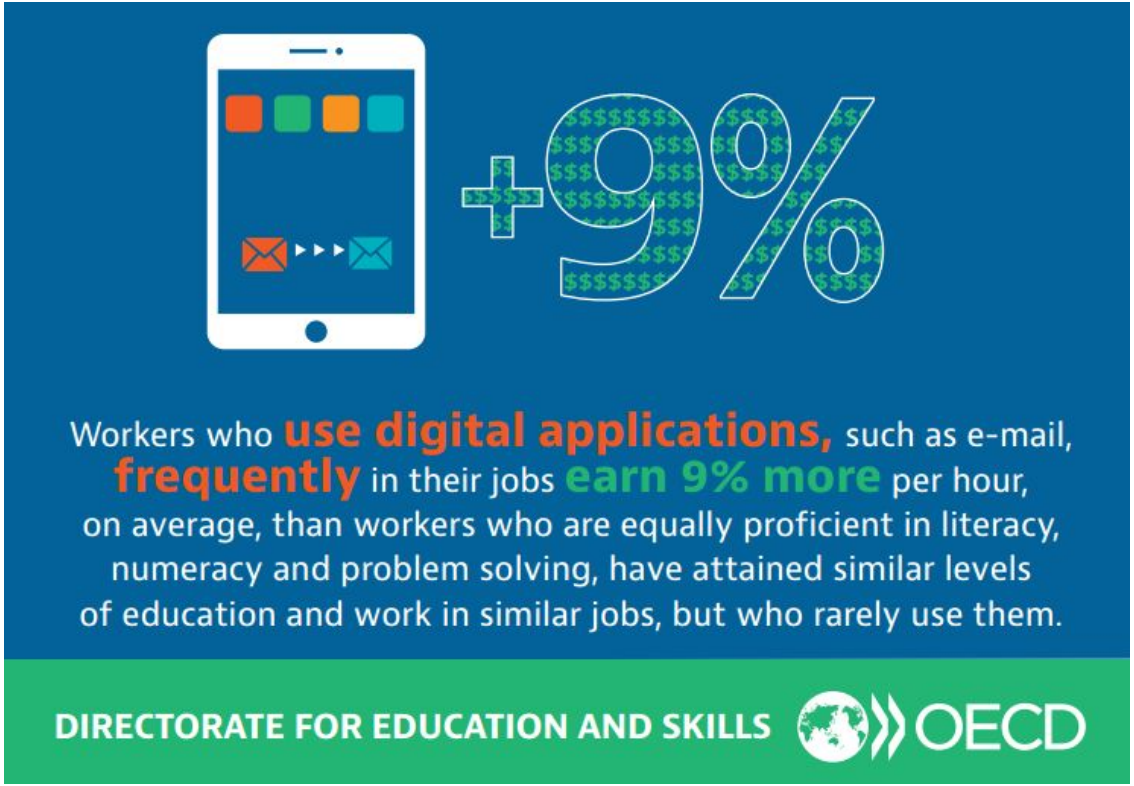
What are our patrons' needs?

What is PS-TRE?

Problem solving in technology rich environments

Using digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks.

Why does this matter?



But why is it important for us to know?

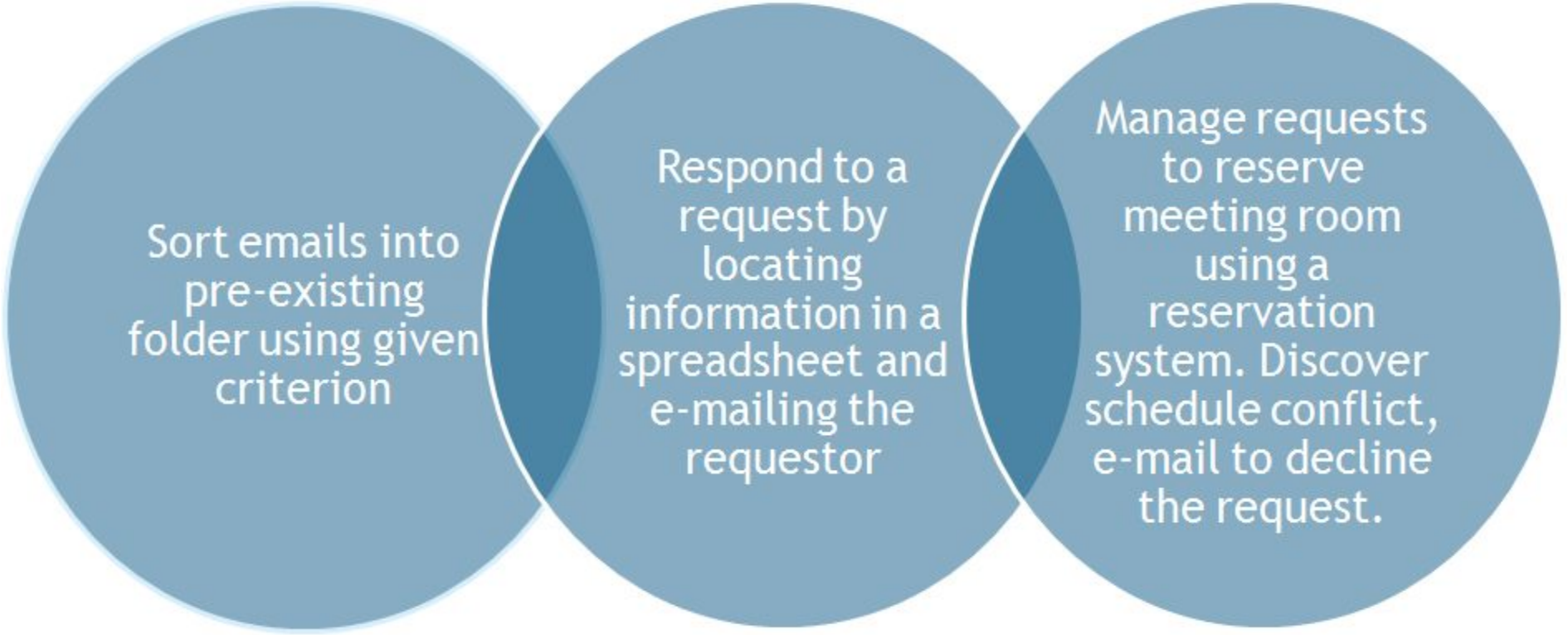
How do we learn about our patrons' skills?

Assessment

To learn about PSTRE and library use

- **PIAAC survey tool**
- **Background survey**
- **Observation**

What does the assessment tell us?

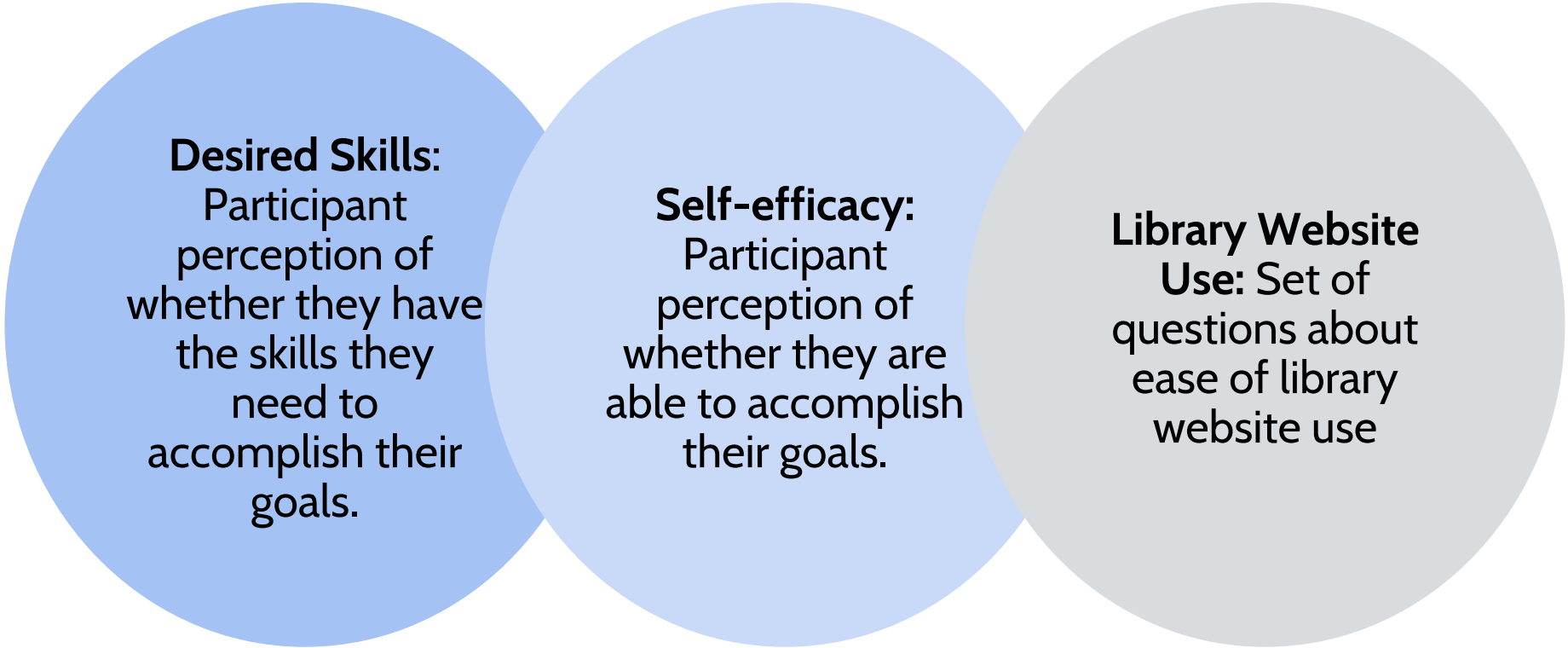


How easy or difficult do you find it to do the following activities using the library website (or library resources such as Hoopla or Overdrive)?

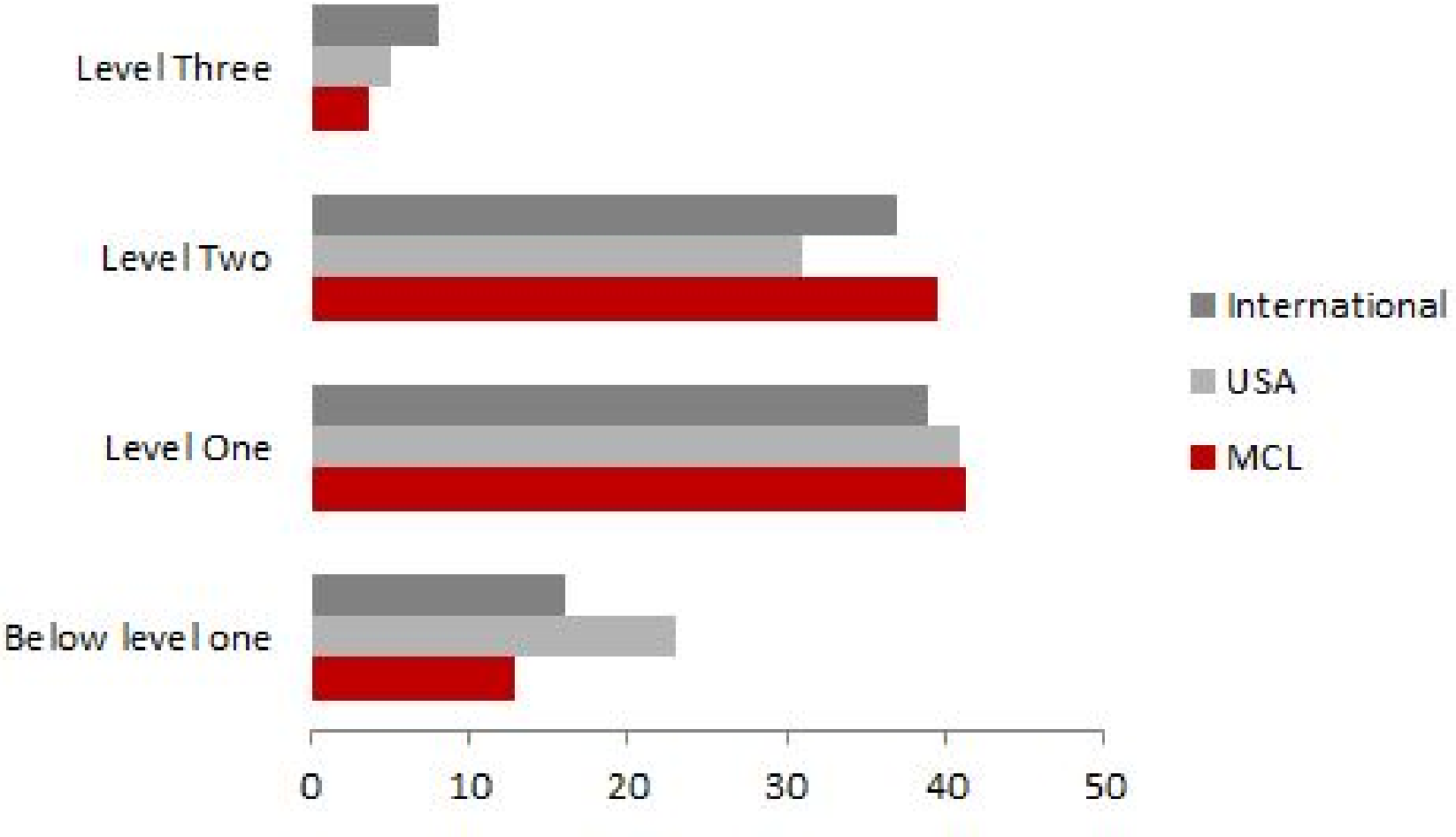
It counts if you do these activities on the library computer, at home or on your mobile device. Choose one answer for each row.

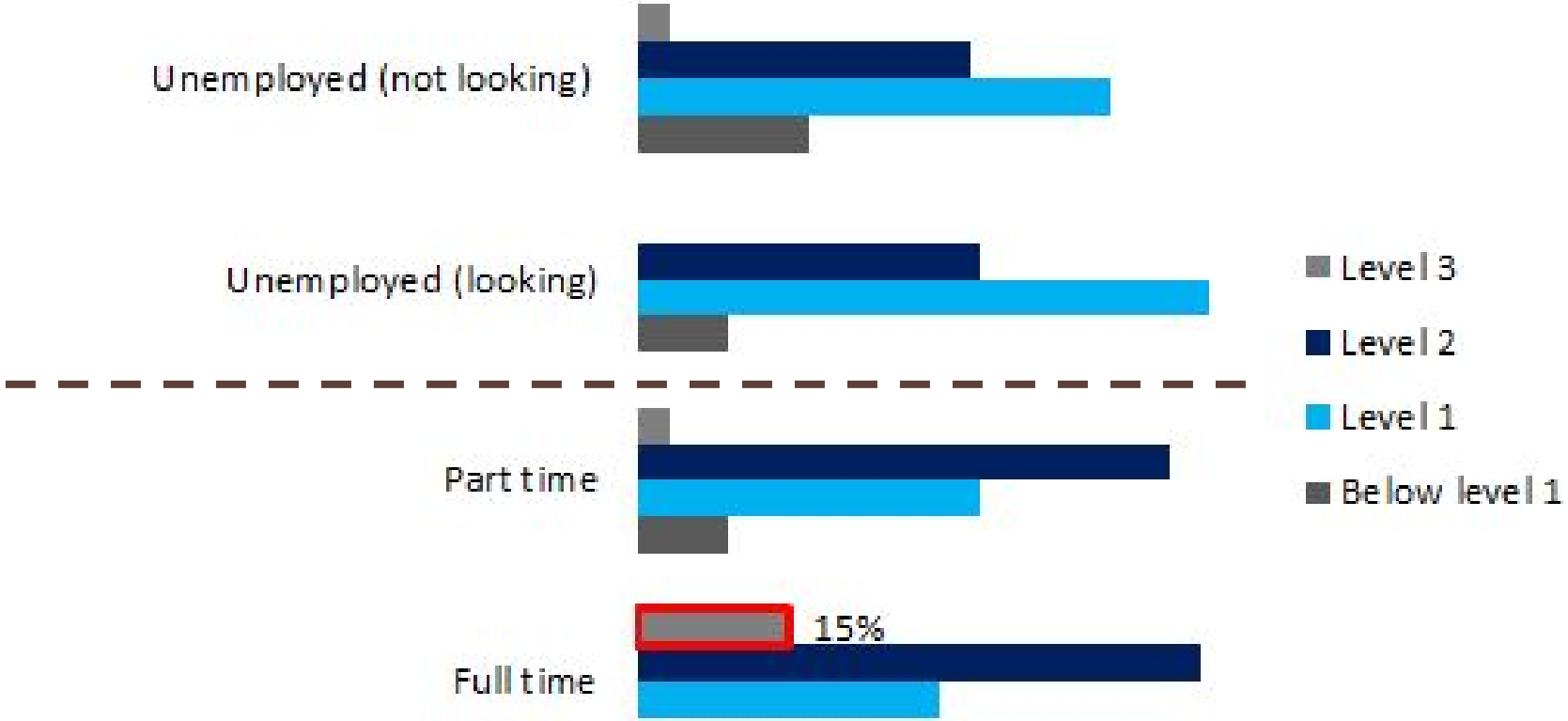
	Very Easy	Somewhat Easy	Somewhat Hard	Very Hard	Not something I do at all
Get help with my resume	○	○	○	○	○
Get help with my child's homework	○	○	○	○	○
Find something to watch, read or listen to	○	○	○	○	○
Find opportunities to volunteer	○	○	○	○	○
Find health information	○	○	○	○	○
Find a library class or program	○	○	○	○	○
Find social service information	○	○	○	○	○

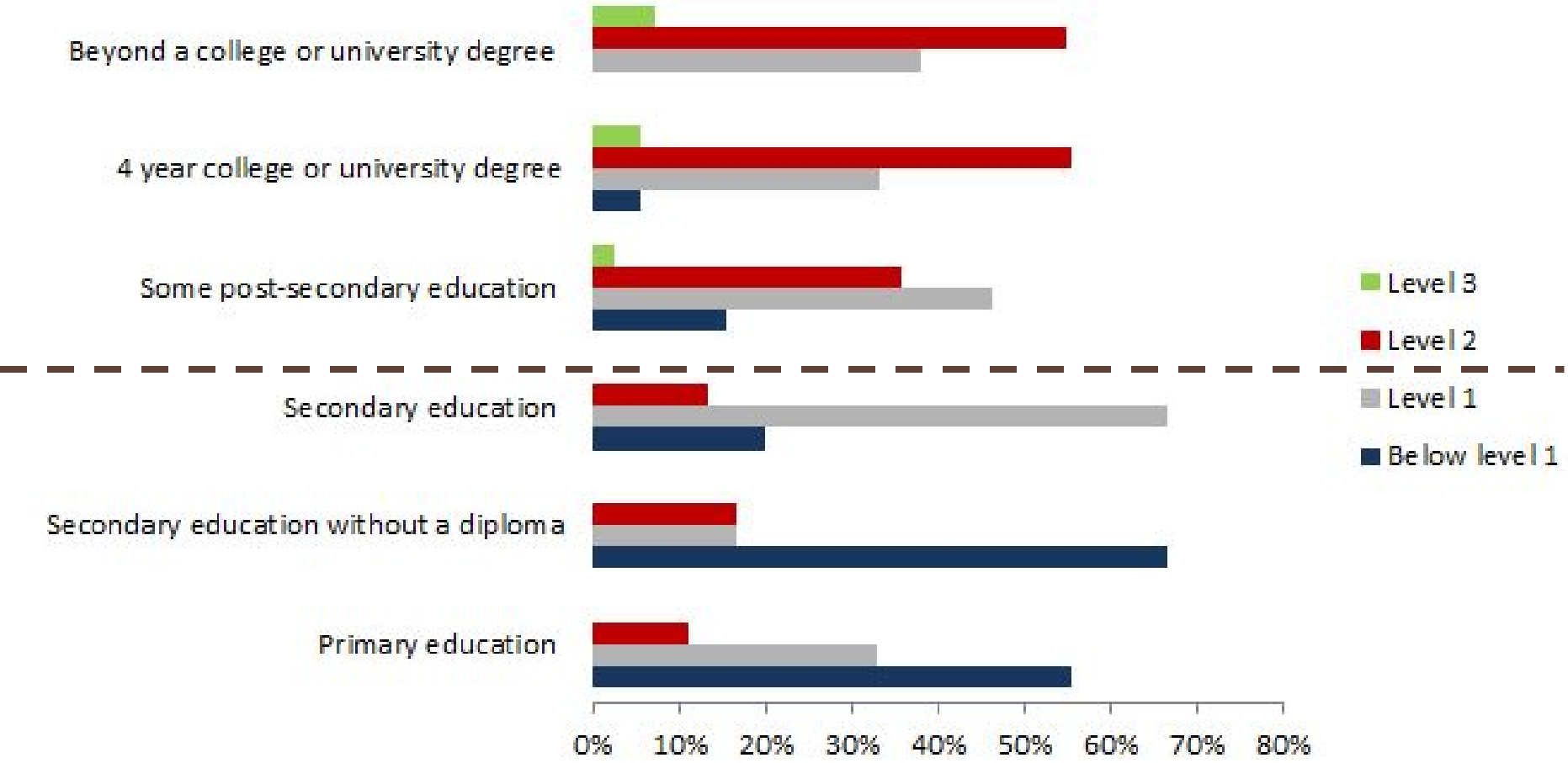
Key library survey variables



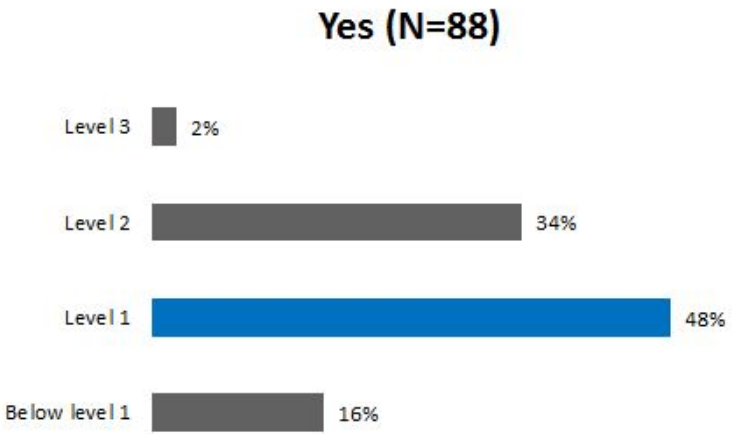
What did we learn?

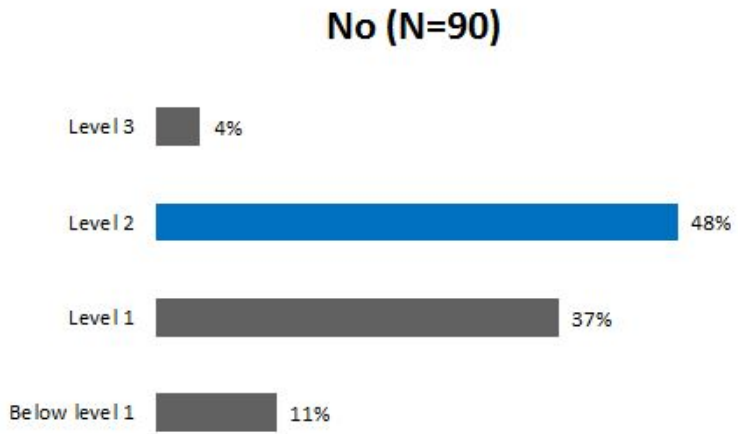

Level Three
Level Two
Level One
Below level one
International
USA
MCL
0
10
20
30
40
50


Unemployed (not looking)
Unemployed (looking)
Part time
Full time
15%
Level 3
Level 2
Level 1
Below level 1

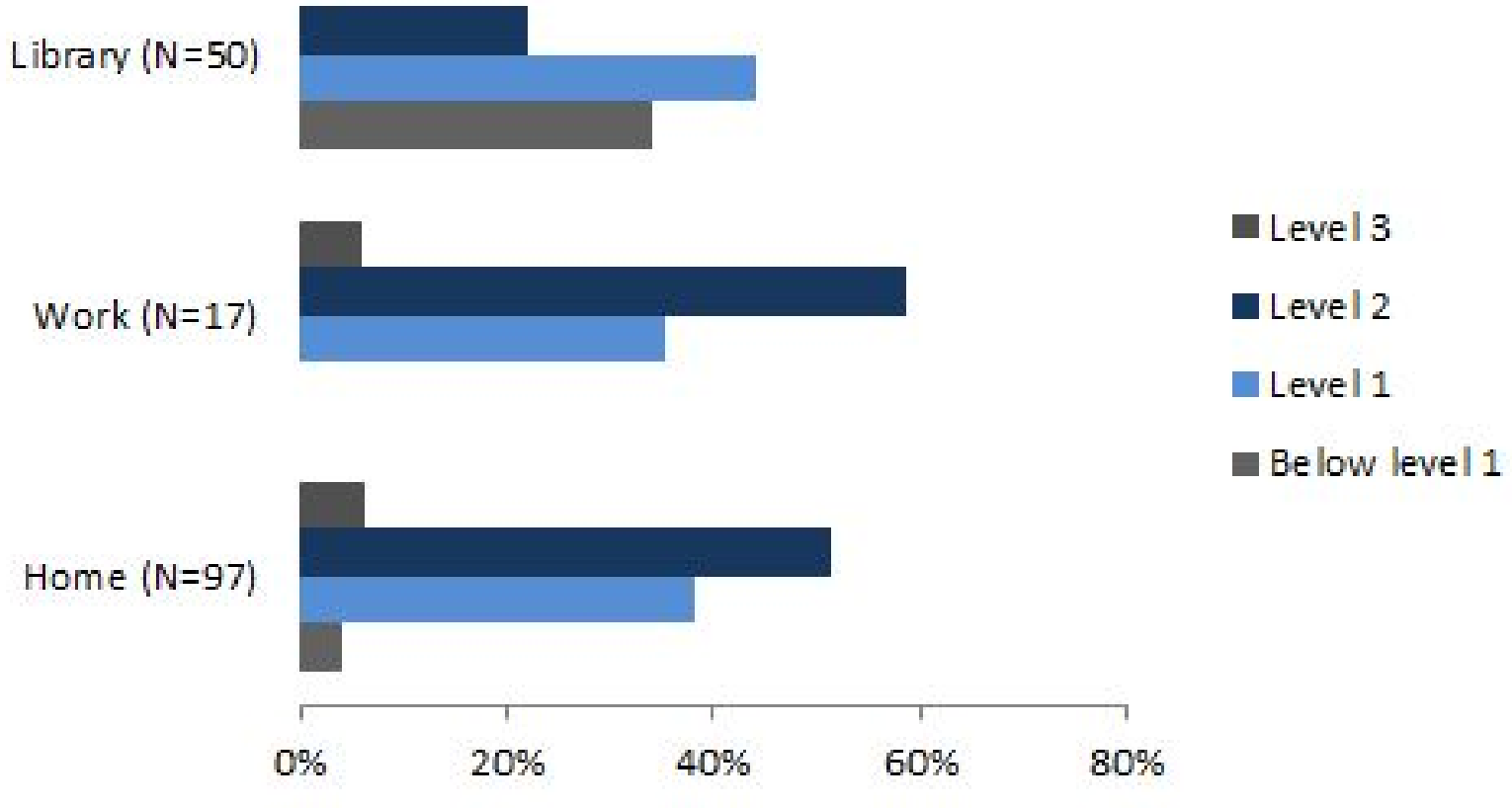

Beyond a college or university degree
4 year college or university degree
Some post-secondary education
Secondary education
Secondary education without a diploma
Primary education
Level 3
Level 2
Level 1
Below level 1
0%
10%
20%
30%
40%
50%
60%
70%
80%

Access internet mostly with mobile device?

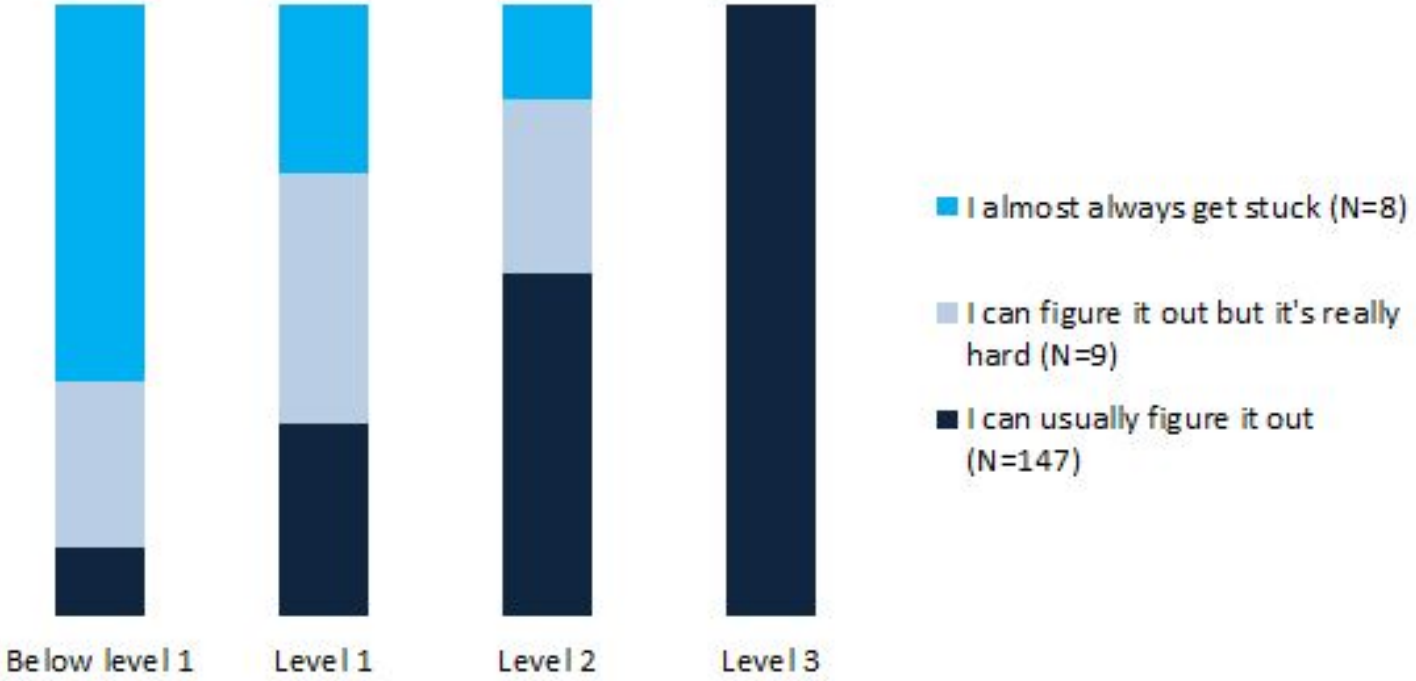




Where do you access the internet most often?



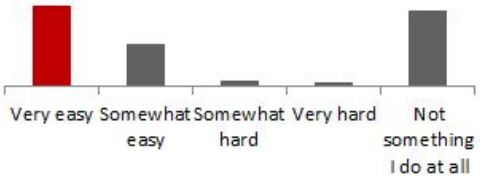
When I'm doing something online



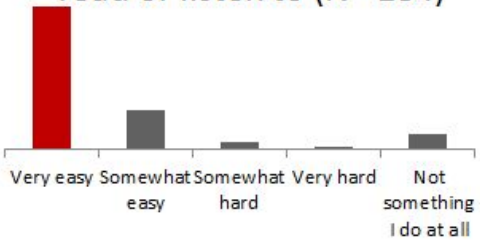
What does it mean for the library?

How easy or hard do you find it to... on the library website

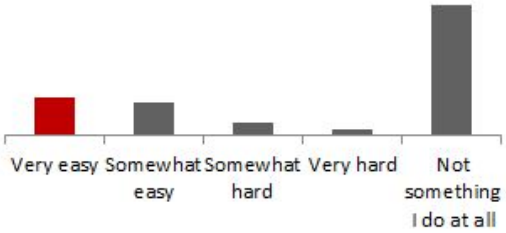
Find a library class or program (N= 180)



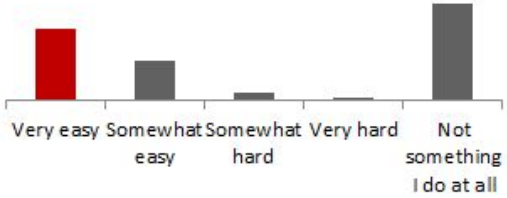
Find something to watch, read or listen to (N= 184)



Get help with a resume (N= 180)



Find health information (N= 180)



Library tasks

Find the OverDrive ebook My Beloved World by Sonia Sotomayer. Check it out and open it so that you can read it on your desktop.

Find a resume help session at a time and location convenient for you.

Find a volunteer opportunity at the library for someone who likes to play chess and wants to work with the public. What is the minimum age for that volunteer to be eligible?

Find a librarian who can give you reading suggestions on true crime. Ask that librarian for a reading recommendation.

Go to the MedlinePlus database and find the symptoms of the Zika virus.

Using the library

- Get a library card
- Borrow
- Renew
- Manage my account
- Accessible services
- All services
- Library computers
- Policies & manuals
- Public meeting rooms
- Suggest a purchase
- Wi-fi
- Kids

All services

Name of service

Audience

Choose some options

Apply

Accessibility services
Adult Literacy
All services
Application for School Participation - Author visit with A.S. King
Assignment Alert
Best Books of 2016
Blogs
Books 2 U
Books by mail
Change my password (PIN)

Levels of Independence	Independent / Straight-forward: Participant immediately navigates to the correct areas on the screen and takes action without any prompting	Independent / Prolonged: Participant hesitates or finds completing the task confusing, but eventually takes action without direct intervention from the interviewer or learning partner. Participant may have questions about the appearance of the screen but not questions about actions that need to be taken.	Partial Independence: After being directed to the correct areas of the screen by the interviewer or learning partner, the participant is able to complete the different steps within the task on their own.	Aided / Prolonged: Participant requires interviewer's or learning partner's direct intervention / guidance after trying on their own to find the correct areas or steps within the task or repeatedly selects the wrong areas or steps within the task.	Gives up: The participant either looks at the task or step within the task for a moment and states they don't know what to do or immediately states they can't do it.

Observable skills:

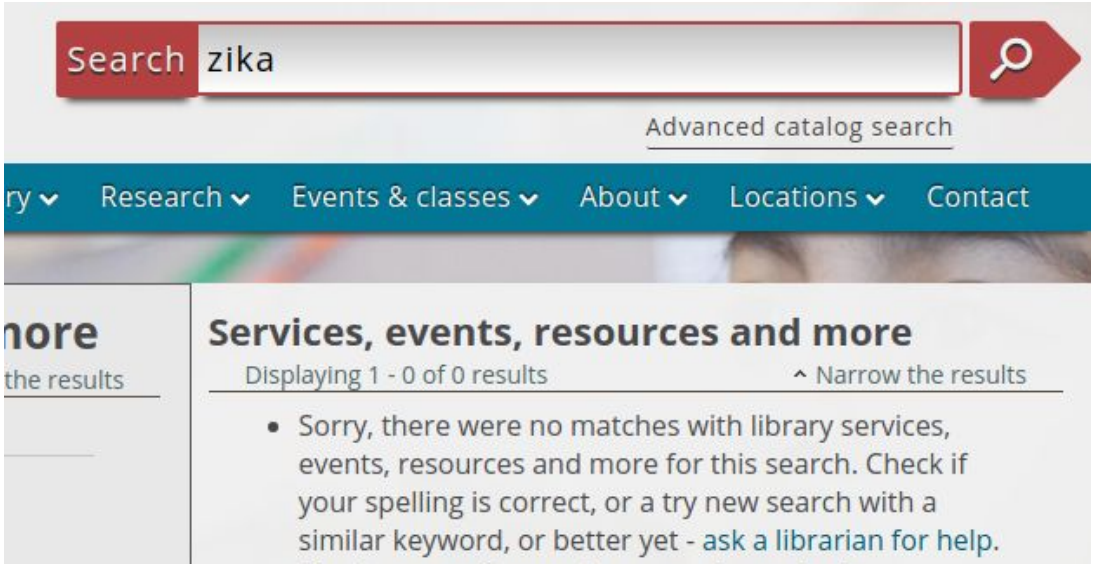
Goal setting and progress monitoring

Planning, self organizing

Acquiring and evaluating information

Making use of information

Domain knowledge

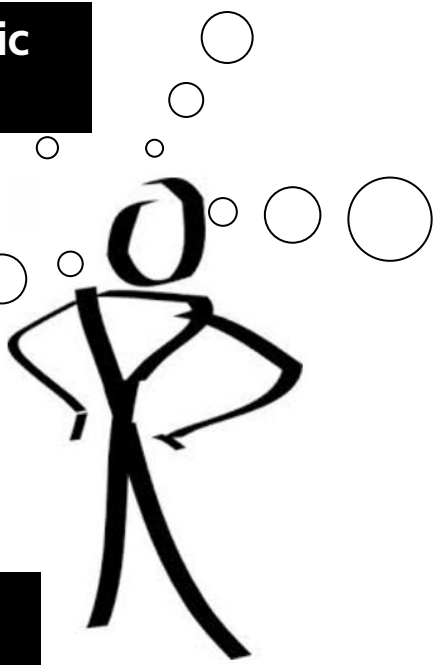


There might be a better way to do this, but I'm sticking with what I know works. I'll keep trying , but will need help if what I know doesn't help.

The Schematic Mindset

I'm going to go step-by-step to figure this out. I'll need help if I run into something I haven't seen before.

The Procedural Mindset



I'm going to look at all the different tools available and pick the one that seems to be the best. I might need to be reminded of how to do something if I get lost in my exploration.

The Exploratory Mindset

What I did back there and the resources I used can help me with what I'm trying to do here. I can use the same resources and process.

The Learn from Experience Mindset

Emma

What can you do?

- Who are your patrons?
- What do they do?
- What do they want to do?
- What can you cnange?
- **Collaborate!**

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Hip Hop Theatre Artist

Black Storytime with Food

Friends of the Library's

¡Día de los Niños y Día de

Resize

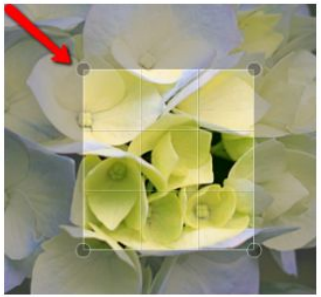
1. Click **Resize**
2. Either enter the pixel size you want to use, or check the **Use percentages** box to shrink or enlarge your photo.
3. Check the **Keep proportions** box to avoid stretching your photo.

Be sure to click Apply when you're done.

Crop

1. Click **Crop**
2. Choose an option from the drop-down menu. **No fixed proportions** will allow you to change the shape of the photo. Other options will let you easily make the shape what you want.
3. Change the size of the photo here, or crop it first and then **resize**.
4. Drag the grid for more control.

Be sure to click Apply when you're done.



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Discussion