

How Can You Best Include Ebooks In Your Library Collection?

These lenses and questions were compiled originally for school administrators attending the National Association of Independent Schools conference in February, 2011. Realizing that you librarians will always be developing your ideas and plans for digital books with awareness of your own administrators, I have left that focus in place.

Three Lenses:

- The school mission and digital goals
- Preparation for college level academic research tools
- Specific digital access points that accomplish these goals

What do you want?

- What is the school's goal in implementing eBooks and other digital resources?
- How do these goals impact student preparedness for college research demands?
- How will you address Transliteracy, aka comprehension and application across many formats?

Prepared for college research?

- Do you expect different outcomes from ebooks?
- How will you know that your students are prepared for college? How do you plan to assess success?

How do students best read and understand new information?

- Your literacy goals must be articulated
- What are the relative benefits for your students of the various formats?
- How will you address issues of deep comprehension in digital formats?

Additional Considerations

- Anecdotal observation indicates that student enthusiasm for digital formats may increase time spent reading.
- Delivery systems for fiction and nonfiction are different.
- The key is access: how do students locate materials for their needs?

Traditional Library Services are Still the Core

- We develop enthusiasm for reading and information, in whatever formats are most effective.
- We encourage cover-to-cover reading, typically for recreation.
- We support research, more computer and reference focused.
- We provide adult guidance to locate and use the most appropriate resources for any given assignment.

How Can You Best Include Ebooks In Your Library Collection?

Dorcas Hand

Focusing with Tighter Vision

- **School Lens**
- **Technical Lens**
- **Space Lens**
- **Collection Development Lens**
- **Courage**

School Lens

- School philosophy
- Acceptable Use policy
- Current status of technology infrastructure and student access
- Staff digital expertise
- Student digital expertise

Space Lens

- Shelf space
- Library space
 - Seating
 - Hardware
 - Wireless access

Technical Lens

- Cost issues
- Access issues
- Content
- eReading devices
- Digital textbooks

Collection Development Lens

- Collection Development Model
- Ownership v. subscription

Courage

- Today's answer will change.
- Be ready to adjust.

School Lens

Philosophy: What does the school believe is the function of digital resources?

Does the school think

- eBooks help students step into the information stream at least as well as print resources?
- younger students will be enticed to read and to develop stronger skills using a variety of formats, including digital and interactive resources?
- students, especially middle and high school, will learn as well, with equal or with better understanding, from digital formats?
- OR, does the school have reservations you need to address about eBooks?

Acceptable Use Policy

- Does the school have an AUP that allows easy use of e-reader devices?
- Does the school tolerate, encourage or prohibit cell phones, iPads, non-school digital access of all kinds?
- Does the AUP support campus access to all varieties of digital resources? Does the AUP need updating to accommodate the newer formats?
- How does the AUP address 3G and 4G eReaders with unfiltered and uncontrolled internet access?

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Current Status

Increased access to digital resources requires increasing access to the internet and to a variety of hardware.

- What digital access points to reading materials make sense for your campus(es)?
- What changes to the school's current digital infrastructure will be necessary to accommodate proposed levels of digital access?
- Does the Lower School already use subscription products like TumbleBooks (interactive picture books) to increase reading enthusiasm and fluency? Are they effective additions to your curriculum? How do you assess that effectiveness?
- As you consider the DRM issues of the various available devices, which one offers your school the broadest access?

Staff Expertise

- Is the library staff tech savvy and ready to support eReaders at the various age-levels your school serves?
- Is the faculty ready to accept eReaders as sources of information or for required personal reading?
- What training will be necessary to bring the faculty up to speed with digital resources?
- Is the Tech support staff ready to support eReaders?

Student Expertise

- Are the students ready for eReaders and/or on-screen books? Which kinds of access best support student needs
 - For fiction?
 - For nonfiction read for pleasure?
 - For magazines and newspapers?
 - For research requiring citation?

Technical Lens

Cost issues

- Will the school supply a device to every student? If not, will you require and support a BYOD scenario? What if students can't afford any device?
- Which service (Overdrive/Freading/other) will you use to supply ebooks?
- How will you handle issues of simultaneous access, where several students require the same resource at the same time for a specific assignment?
- What campus support will be available for hardware issues?
- Some resources are available free online – are these the ones your school wants/needs?
- What are the school's plans concerning digital text books?

General Access Issues

- Will every student be expected to read at least some assignments digitally?

Database Access Issues

- Can students easily locate ebooks in subscription databases and in your library catalog system?
- Will eBooks in databases will be available to as many students as need at any given moment.

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Content

- Of 130 million books in print, only 10 million have been digitized.
- Will the content of academic books be as accessible in digital and print formats? Is one format preferable for certain books? (maps, illustrations, double page spreads, picture books, art history)
- Picture books, and other illustrated volumes in print come in a variety of sizes that enhance the specific illustrations. EReader editions will be limited by the size of the screen.

EReading Devices

- There is currently no standard format for the content of current devices (DRM, ePub, others).
- Some books are proprietarily available only through one vendor, a fact which poses potential cost and content issues for a school – but this landscape is changing rapidly.

Space Lens

Shelf Space

- The school library staff has carefully built the print collection over many years.
- Building a comparable digital collection that supports curricular projects thoroughly will take another many years.
- As the library grows in digital resources, balance in topic support, format and access are challenges to remember.

Seating Space

- Student seating will remain fairly constant. Students will continue to need to collaborate over information as they construct presentations.
- Facility layout will require maximum flexibility to teach a whole class or two on some days, and to support solo study and group collaboration on others, with varying needs for quiet and conversation.

Teaching Space

- Students will need library staff support to learn how to locate the best resources in any format for their assignments.
- Consider what hardware the library needs to support student achievement: computers, print books and eReaders, printers, presentation software, wifi access, conference rooms for group projects, etc.
- Furniture will need to be easily slid to accommodate small groups, large groups and single students with total access to the collections.

Collection Development Lens

Is what you need available digitally?

Traditional Collection Development model

- Librarian reads reviews and orders books to support known curricular needs and faculty/student requests (“Sage on the Stage”).
- Traditional “On Demand” system aka Interlibrary Loan. ILL offers depth in historical and older materials; weaker in most current info.

Patron Driven Acquisitions Model for Collection Development

- On Demand: eReaders can supply requested material immediately, making the librarian the “Guide on the Side.”
- Is there a problem? Without any review process, materials may be purchased that don’t meet designated selection criteria.

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Consideration: which method is best for the age of your students?

Problem: when eReader breaks, multiple materials (all those on that device) gone. As licenses allow, they'll need to be reloaded onto other devices.

Integrated Library System v. Amazon/B&N/Overdrive

- Both models require and encourage patron searches of available resources in any format.

Ownership /Subscription/Rental

Ownership

- For Kindles, Nooks, etc, libraries buy the book and then own it on that eReading device. Multiple copies tie up multiple eReaders which may also hold other books in demand.
- Freading is a new pay-per-view service for ebooks.
- Library circulation of eReaders is a murky area. Different vendors have different restrictions.
- Books have been "repossessed" by the vendor without warning.

Subscription

- There are subscription services for eReaders (OverDrive, EBL and others)
- Subscription databases are often package deals; the library has no control of contents. Titles can be added or removed at vendor whim. Some titles may not be suitable for your library.
- Strong libraries weed the print collection judiciously every year to maintain currency and insure books are in good condition.

Rental

- Freading offers a new and little tried model: pay-per-view
- Minimal setup costs for the Library
- \$1-2/rental; translate "rental" as "circulation"
- To date, minimal children's or YA Literature. Stay tuned for further developments.

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	PRINT	INTERACTIVE	DIGITAL
PROs	<p>Books</p> <ul style="list-style-type: none"> • Familiar, Pleasant to hold • Variety of formats, sizes • Can be beautiful or just functional • Index and Table of Contents • Durable with reasonable care • No electronics needed • Portable; easy to share • Format will last hundreds of years • Lots of experience managing print • Estimated 130 million books worldwide (source: Google) 	<p>Print with Embedded Links</p> <ul style="list-style-type: none"> • The main resource is linear as traditional print • The embedded links offer a non-linear component for greater depth or breadth 	<p>eReaders</p> <ul style="list-style-type: none"> • Light-weight • Holds thousands of books in one unit • Easily configured for reader preferences • Text-to-speech functionality • Editorial corrections possible • Easy to re-charge • Vanity press and student publications possible • Can include live links to additional information • Searchable within the resource <p>On-screen eReading</p> <ul style="list-style-type: none"> • Fewer limits on format • Findable by search engine • Searchable content • Informational eBooks may be included in databases • Can include animation and live links • Content easily combined with database results
CONs	<p>Books</p> <ul style="list-style-type: none"> • Not library accessible 24/7 • Once printed, the format is fixed • Heavy • Chronic physical space requirement • Limited to one-on-one usage 	<p>Print with Embedded Links</p> <ul style="list-style-type: none"> • Will readers actually use embedded links from a print resource? • Are the links distracting? 	<p>eReader devices</p> <ul style="list-style-type: none"> • Viewing limited by screen/device • Index cumbersome; page numbers not useful (yet) • Sharing content limited by format (ePub, .mobi, etc); books often not interchangeable on different eReader platforms • Library collection issues cloudy as yet • Library Loan problematic due to DRM and devices • Devices wear out/break • Platforms will continue to evolve limiting long term durability <p>On-screen eReading</p> <ul style="list-style-type: none"> • Discourages reading in-depth and full length texts whether fiction or non • Difficult to annotate with personal comments <p>All Digital</p> <ul style="list-style-type: none"> • “Younger” technology - more risk of data loss