Reality 2.0: Attracting and Engaging the Millennial Library User

Stephen Abram
NHEMA
May 14, 2008
What future was our promise?
What future is their promise?

Are we preparing them for the world of their future or our past?
2000 Light Stopped
2001 Light Slowed to Bicycle Speed
2002 Light Sent into Future
2003 Light Transported
2006 Light Goes Backwards

Boyd's team collected data showing light traveling 'backwards,' seemingly faster than light speed. Image credit: Univ. of Rochester
The Millennials/Gen Y/Echo Boomers

- Who are they?
- What are their values?
- How do they obtain information?
- How do they communicate?
- How do we communicate with them?
A sustainable social network for life.

95% of students in clients like U of Toronto, NCSU, Stanford, etc.

Over 80% of all college and university students in North America.
Alliance, Charlotte, San Jose SU Europe (2X) McMaster
Second Life Library eBooks

9 storey Library
Law Library
Consumer Health Library
Medical Library
Teen Library
Public Library
Engineering Library
Science Fiction
Mystery Island Castle
ALA
SLA members
Education Islands
Amphitheatre
5,000 Library visits every night!
Reading is virtually fundamental in SL

By KATT KONGO
Scrii writer

While most Second Life residents are aware of the variety of ways in which SL is used, from educational classrooms to treatment of mental illnesses, most would be surprised to learn that SL is now being used by an institution most think of as conventional — a library.

To be more exact, the Alliance Library System (ALS) is currently providing select services to the residents of SL. Initial services have, so far, consisted of book discussions and programs, such as one held Friday on the topic of “Getting Along with IT staff for Librarians and Educators.”

ALS, which is based in East Peoria, Ill., will team up with Online Programming for All Libraries (OPAL) and utilize the program, currently offered online to librarians and libraries, within SL. The two entities eventually hope to offer a plethora of library services.

In a telephone interview, Kitty Pope, executive director for the ALS, said the goal of their programs within SL is to reach people who might not otherwise go to a library. In giving background information about the ALS, Pope said the organization provides services to 285 libraries and is partially funded by the state of Illinois.

She added that ALS is one of the most innovative organizations, technologically speaking, and their philosophy is to mine new technologies to spread the gospel of library usage. “Innovation equals risk, innovation equals growth,” she stated.

Lori Bell, the ALS’s director of innovation, read about SL in the blog of a librarian who was already a resident. She created an account, logged on with her avatar, Lorelei Junot, and saw a population of almost 200,000.

She found that SL had a few libraries, such as Wandering Taffle’s Black Library, but thought that library services could be expanded. “Since there is web programming through OPAL, why not offer that in SL?” she said.

Librarians from all over the country are gathering in SL to assist in setting up the virtual library. In fact, Pope expected criticism from many library blogs, but instead has found those in the field to be immensely excited about the possibilities afforded by SL.

Bell concluded, saying, “The response has been enthusiastic. People are volunteering and doing a

See BOOK, Page 20
Social Graph Platform Wars

Google / Open Social
("The Empire"?, "Coalition of The Willing")

Facebook
("Rebel Alliance"?)

MySpace
("Clone Army"?)

Photobucket

Gmail?

iGoogle

YouTube?

Bebo

Friendster

RockYou

Flixster

Slide?

iLike

LinkedIn

Hi5

Widgets

FB apps

SocialMedia

ClearSpring

Gigya

Platform Wars insanity: Dave McClure, 12/12/07

★ = announced Platform / API
★☆ = unannounced Platform / API
Cover this box with art.
<table>
<thead>
<tr>
<th>Resource Environment</th>
<th>Web 2.0 as Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library catalogue</td>
<td>E-learning 2.0 environment</td>
</tr>
<tr>
<td></td>
<td>- MARC compliant</td>
</tr>
<tr>
<td>Web 2.0 platform 24/7</td>
<td>- LMS, ELGG, LAMS etc.</td>
</tr>
<tr>
<td></td>
<td>- adaptable user interface</td>
</tr>
<tr>
<td>Information services</td>
<td>Social Networks</td>
</tr>
<tr>
<td></td>
<td>- Online, Virtual Learning spaces</td>
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<tr>
<td>Blended digital Web Collections</td>
<td>- MySpace/Facebook</td>
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<td>Blended digital repository</td>
<td>- Blogs &amp; Wikis</td>
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<tr>
<td>Digital access for personal organisation</td>
<td>- Read/Write web functionality</td>
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<tr>
<td></td>
<td>- Social Bookmarking</td>
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<tr>
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<td>- Images &amp; multimedia sharing</td>
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<tr>
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<td>- Podcasting &amp; vodcasting</td>
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<td>Digital access for licensed collections</td>
<td>Folksonomy</td>
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<tr>
<td></td>
<td>- Tagging for personalisation</td>
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<tr>
<td></td>
<td>Searching</td>
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<td>- Browser and desktop API</td>
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<td>- Blogs &amp; social networks</td>
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<td>- Visual &amp; metasearch engines</td>
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<tr>
<td>Federated searching</td>
<td>Mobile computing</td>
</tr>
<tr>
<td></td>
<td>- Z39.50</td>
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<tr>
<td>Taxonomy</td>
<td>RSS feeds and Mashups</td>
</tr>
<tr>
<td></td>
<td>- supported by global metadata standards</td>
</tr>
</tbody>
</table>

The Sharing Economy
Cover this box with art.
A projector the size of a sugar cube
Everything’s getting smaller
Do no evil... or, Search, Ads and Apps

I ♥ my customers
Google States for free
Google Librarian
Google Educator Certification
Fool me once …
Do No Evil?
Build in Format Agnosticity
Information Engagement Levels

- Read/View
- Act on/ Discuss
- Argue/Defend
- Present/Teach
- Stimulate/Live
Learning Styles

- Visual/Spatial (Picture Smart)
- Verbal/Linguistic (Word Smart)
- Musical/Rhythmic (Music Smart)
- Logical/Mathematical (Number Smart)
- Bodily/Kinesthetic (Body Smart)
- Interpersonal (People Smart)
- Intrapersonal (Self Smart)

– Piaget, Bloom, Gardner, etc.
Information Literacy

- Standard Curriculum Components
  - Mathematics / Arithmetic
  - Science, Biology, Physics & Chemistry
  - English, Languages
  - History, Geography, Politics, Sociology
  - Music, Art, Phys ed.
  - Guidance, Religion
Information Literacy

- Information literacy is integrally tied every aspect of the curriculum:
  - Mathematical logical thinking skills - Math and Arithmetic
  - Scientific method - Sciences
  - Criticism, interpretation and comprehension - English and languages
  - Analytical thinking - History, Geography
  - Interpretive and imaginative - music, art & phys ed.
  - Inter and Intrapersonal skills - Religion, Guidance, etc.

There is an imperative for people to have a lifelong curriculum - a personal learning strategy.
Gen Y demographics

- Born between about 1977 and 1994
- Currently aged 12 - 29
- 74 million in U.S. (28% of population)
- Ethnically diverse:
  - More than one-third (38%) not Caucasian
  - 15% African American; 14% Hispanic
  - Many who define themselves as multiracial
- Many from one-parent homes
  - By the early 90s nearly one-third of births were to single mothers
  - One-third of US marriages currently end in divorce
<table>
<thead>
<tr>
<th>Baby Boomers</th>
<th>Gen. X</th>
<th>Echo Boomers</th>
</tr>
</thead>
<tbody>
<tr>
<td>74 Million</td>
<td>49 Million</td>
<td>78 Million</td>
</tr>
<tr>
<td>Diversity as a Cause</td>
<td>Accept Diversity</td>
<td>Celebrate Diversity</td>
</tr>
<tr>
<td>Idealistic</td>
<td>Pragmatic / Cynical</td>
<td>Optimistic / Realistic</td>
</tr>
<tr>
<td>Mass Movement</td>
<td>Self Reliant / Individual</td>
<td>Self Inventive / Individual</td>
</tr>
<tr>
<td>Conform to the Rules</td>
<td>Reject the Rules</td>
<td>Rewrite the Rules</td>
</tr>
<tr>
<td>Killer Job</td>
<td>Killer Life</td>
<td>Killer Lifestyle</td>
</tr>
</tbody>
</table>

Different values

- **Gen X:**
  - Disillusioned, rebellious, pessimistic
  - Distrusting of authority
  - Late to marry and have children

- **Gen Y:**
  - Optimistic, idealistic, more traditional
  - More prevalent family and religious values
  - More socially conscious
  - Teen alcohol and drug usage, pregnancy, and homicide rates are down from 1980
  - Predicted: earlier marriages, more children
Different values

**Gen X:**
- Pragmatic/cynical
- Accept diversity
- Reject the rules
- Increasing crime rates
- Latchkey kids
- Talkers
- PC
- Multitask
- Use technology

**Gen Y:**
- Optimistic/realistic
- Celebrate diversity
- Rewrite the rules
- Decreasing crime rates
- Helicopter parents
- Doers
- Internet
- Multitask even faster
- Assume technology

*Jones Lang LaSalle and Harris Interactive 2005*
## Role models

<table>
<thead>
<tr>
<th>Role</th>
<th>8-12 yrs.</th>
<th>13-21 yrs.</th>
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</thead>
<tbody>
<tr>
<td>Mother:</td>
<td>76%</td>
<td>46%</td>
</tr>
<tr>
<td>Father:</td>
<td>55%</td>
<td>36%</td>
</tr>
<tr>
<td>Grandparent:</td>
<td>31%</td>
<td>16%</td>
</tr>
<tr>
<td>Teacher/coach:</td>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>Singer/musician:</td>
<td>9%</td>
<td>13%</td>
</tr>
<tr>
<td>Athlete:</td>
<td>8%</td>
<td>6%</td>
</tr>
</tbody>
</table>

*Jones Lang LaSalle and Harris Interactive 2005*
Girl power

Girls:
- Higher reading scores than boys
- Have caught up to boys in math
- Dominate extracurricular activities
- Dominate college enrollments - 57%
- Study more, make higher grades, graduate in less time

Boys:
- Still more likely to take part in sports (63% vs. 49% of girls)
- More likely to be in special ed (73% of all special ed students)
- Four times more likely than girls to commit suicide
- Continue to earn more than girls, but the gap is closing
Young people and religion

- 51% say religion is extremely/very important; 26% say it’s somewhat important
- 68% say their religious views are similar to their parents’
- 51% agree that “I know God really exists and I have no doubts about it”
- 68% approve of having “In God we trust” on coins
- 67% approve of including “One nation, under God” in the Pledge of Allegiance
- 51% approve of displaying a monument to the Ten Commandments in a public school building
- 45% say prayer is OK at a public school ceremony

Harris Interactive YouthQuery, ages 13-18, July 2005
Imagine…

- There has always been MTV
- Text has always been hyperlinked (younger Millennials)
- Popcorn has always been microwaved
- The Vietnam War is studied in ancient history
- Razors, Micros, Shavers, Swings and Dinos are … ?
- Michael Jackson has always been strange
Self Awareness

Johari Window

<table>
<thead>
<tr>
<th>Known to self</th>
<th>Not known to self</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Known to others</strong></td>
<td><strong>Not known to others</strong></td>
</tr>
<tr>
<td>Arena</td>
<td>Blind Spot</td>
</tr>
<tr>
<td>Façade</td>
<td>Unknown</td>
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</table>
Self Awareness

**Johari Window**

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Different

SirsiDynix
Self Awareness

Johari Window

- Known to self
- Not known to self
- Known to others
- Not known to others

Blind Spot

Façade

Unknown
Self Awareness

Johari Window

- Known to self
- Not known to self

- Known to others
- Not Known to Others

- Façade
- Unknown

- Blind Spot
Self Awareness

Johari Window

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<tr>
<td></td>
<td>Unknown</td>
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</table>
Spending power

- Gen Y earned $233 billion in 2005
- A gender gap still exists
  - Boys: $128 billion
  - Girls: $105 billion
- Online behavior a major driver of offline purchases
  - $42 billion in purchases first seen/researched online ($729 per capita)
  - Nearly $22 billion more than last year ($380 increase per capita)
- 56% of 18 to 21-year-olds are saving for college
- 45% of 18 to 21-year-olds have credit cards

*Harris Interactive YouthPulse 2005*
Internet penetration

- More than 90% have a home computer
- More than 90% have Internet access
- % having their OWN computer at home:
  - 10-12: 33%
  - 13-15: 46%
  - 16-17: 63%
  - 18-21: 87%
- Over 55% have broadband access
Internet usage

- 85% of 13 - 21-year-olds say they spent more than an hour on the Internet “yesterday”
- 50% of 18 - 21-year-olds read the news online in the “past week”
- % of 13 - 21-year-olds who sent more than mail “in the past month:”
  - Links to sites: 50%
  - Photos/pictures: 43%
  - Email advertising: 42%
  - Chain letters: 34%
  - Documents: 32%

Harris Interactive YouthQuery, July 2005
## Weekly media consumption

<table>
<thead>
<tr>
<th>Ages</th>
<th>TV hours</th>
<th>Internet hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 – 15</td>
<td>15.9</td>
<td>17.4</td>
</tr>
<tr>
<td>16 – 18</td>
<td>12</td>
<td>17.3</td>
</tr>
<tr>
<td>19 – 20</td>
<td>12</td>
<td>16.2</td>
</tr>
<tr>
<td>21 – 24</td>
<td>13.7</td>
<td>15.5</td>
</tr>
</tbody>
</table>

*Harris Interactive 2003 (the “tipping point” year)*
## What they do online

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send or receive e-mail</td>
<td>56%</td>
</tr>
<tr>
<td>Chat with people</td>
<td>53%</td>
</tr>
<tr>
<td>Help on homework</td>
<td>51%</td>
</tr>
<tr>
<td>Just surf the net</td>
<td>45%</td>
</tr>
<tr>
<td>Play online games</td>
<td>42%</td>
</tr>
<tr>
<td>Sample/listen to music</td>
<td>35%</td>
</tr>
<tr>
<td>Download music/audio</td>
<td>35%</td>
</tr>
<tr>
<td>Get info for purchases</td>
<td>34%</td>
</tr>
<tr>
<td>IM-ing/buddy lists</td>
<td>29%</td>
</tr>
<tr>
<td>Get info on hobbies</td>
<td>25%</td>
</tr>
</tbody>
</table>

*RoperASW Youth Report 2004*
Media/technology/entertainment options

- Web surfing
- Cell phones and text messaging
- DVD players and burners
- MP3s, JPEGs, digital cameras
- Videogames
- Online gaming
- Streaming video
- Podcasting
- TiVo
  
  …and more
Media saturation

- Millennials like choice – they gain a sense of empowerment from having options
- Total media consumption time has remained fixed; the Internet has gained at the expense of other media
- Media selection is based on efficiency in meeting needs
- Internet is preferred for informational needs
- “For today’s kids, media must be instant, electronic, and portable.”
  – Louis Feola, former President, Universal Worldwide Home Entertainment
New behaviors

- Multi-tasking
- Split screens and crawls
- IM-ing and blogging
- Ad avoidance
Multi-tasking

“We live in a state of continuous partial attention.”

- Multi-tasking while watching TV:
  - 75% of kids with TV in room
  - 65% of kids without TV in room
- Girls 9-11 are the most prolific media multi-taskers, combining TV and Internet, TV and radio, and other vehicles more often than boys or younger girls

2003 Knowledge Networks/SRI interviews with 245 children ages 8 to 17
Multi-tasking when online

When you are online, what else do you typically do at the same time?

- Eat: 58%
- Listen to CDs/MP3s: 53%
- Talk on the phone: 40%
- Watch TV: 39%
- Listen to the radio: 33%
- Do homework: 24%
- Read: 15%
- Nothing: 5%

Harris Interactive YouthPulse 2005
Interactivity

- Pervasiveness of IM’ing and blogging
  - Medium hot vs. medium cool
  - 75% of teens with online access IM
  - Dealing with difficult subjects

- Increasing use of blogs, chats, and podcasting by colleges and other youth marketers

- FuseTV: competing with MTV with split screens plus interactivity and mobile messaging
Gen Y: How do they decide?

- Word-of-mouth
- Peer support
- Ignore “The Man”
- Movies, TV, and print for trends
- Internet for information
- Delay
MAP OF ONLINE COMMUNITIES
AND RELATED POINTS OF INTEREST

GEOPHIGRAPHIC AREA REPRESENTS
ESTIMATED SIZE OF MEMBERSHIP

(NOT A COMPLETE SURVEY. SIZES BASED ON BEST FIGURES I COULD FIND, BUT INVOLVED SOME GUESSWORK. DO NOT USE FOR NAVIGATION.)

SPRING 2007
What people are doing

- **Creatives** publish Web pages, write blogs, upload videos to sites like YouTube.
  - Young Teens (12 to 17): 34%
  - Youth (18 to 21): 37%
  - Generation Y (22 to 26): 30%
  - Generation X (27 to 40): 19%
  - Young Boomers (41 to 50): 12%
  - Older Boomers (51 to 61): 7%
  - Seniors (62+): 5%

- **Critics** comment on blogs and post ratings and reviews.
  - Young Teens (12 to 17): 24%
  - Youth (18 to 21): 37%
  - Generation Y (22 to 26): 34%
  - Generation X (27 to 40): 25%
  - Young Boomers (41 to 50): 18%
  - Older Boomers (51 to 61): 15%
  - Seniors (62+): 11%

- **Collectors** use Really Simple Syndication (RSS) and tag Web pages to gather information.
  - Young Teens (12 to 17): 11%
  - Youth (18 to 21): 16%
  - Generation Y (22 to 26): 18%
  - Generation X (27 to 40): 16%
  - Young Boomers (41 to 50): 15%
  - Older Boomers (51 to 61): 16%
  - Seniors (62+): 11%

- **Joiners** use social networking sites.
  - Young Teens (12 to 17): 51%
  - Youth (18 to 21): 70%
  - Generation Y (22 to 26): 57%
  - Generation X (27 to 40): 29%
  - Young Boomers (41 to 50): 15%
  - Older Boomers (51 to 61): 8%
  - Seniors (62+): 6%

- **Spectators** read blogs, watch peer-generated videos, and listen to podcasts.
  - Young Teens (12 to 17): 49%
  - Youth (18 to 21): 59%
  - Generation Y (22 to 26): 54%
  - Generation X (27 to 40): 41%
  - Young Boomers (41 to 50): 31%
  - Older Boomers (51 to 61): 26%
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- **Inactives** are online but don’t yet participate in any form of social media.

Data: Forrester Research
Reading declines with age

In the past month have you…

- Read a book, not for school
  - 71% of 8-12 year olds
  - 57% of 13-21 year olds

- Played computer games
  - 86% of 8-12 year olds
  - 68% of 13-21 year olds
Context is King, not Content.
Simple Collaboration

90%+ of people from ages 15-25 have at least one IM account vs. only 5% of over 30’s
IM: Instant Messaging

- Thomas Ford Memorial Library – 50%!
- Pennsylvania State University IM pilots now 28 site campus-wide
- SirsiDynix Docutek VRLPlus K-12 experience in New Zealand
Podcasting

- Studios
- Webcasts
- YouTube
- ODEO
“Web 2.0 generally refers to a second generation of services available on the WWW that lets people collaborate and share information online.” Wikipedia

- Shared Pictures = flickr
- Shared Knowledge = Wikipedia
- Shared Bookmarks = del.icio.us
- Shared News = Technorati
- Shared Videos = YouTube
- Shared Everything = myspace.com
ELF - keeping tabs on your library material
## Library 2.0 Matrix

### Resource Environment
- **Library catalogue** - MARC compliant
- **Web 2.0 platform 24/7**
  - adaptable user interface
- **Information services**
  - Online, Virtual Learning spaces
- **Blended digital Web Collections**
- **Blended digital repository**
- **Digital access for personal organisation**
  - E-reserve
  - Borrower loan access
- **Digital access for licensed collections**
  - e-books, videos & multimedia, images, learning objects, etc.
  - specialist online databases
- **Federated searching**
  - Z39.50
- **Taxonomy** - supported by global metadata standards

### Web 2.0 as Platform
- **E-learning 2.0 environment**
  - LMS, ELGG, LAMS etc.
- **Social Networks**
  - MySpace/Facebook
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  - Browser and desktop API
  - Blogs & social networks
  - Visual & metasearch engines
- **Mobile computing**
- **RSS feeds and Mashups**

Top 13 2.0 Apps for Librarians

- 1. Google Suite
- 2. Meebo/Chatango
- 4. Worldcat.org
- 5. Amazon.com
- 6. Del.icio.us
- 7. Bloglines
- 8. Zotero
- 9. Facebook
- 10. Wordpress
- 11. MediaWiki
- 12. Ning
- 13. Twitter

All FREE
Research and Insights

- Kent State U study of K-12 learners
- Huntsville Madison usability study
- Personas work
- Normative Data Project
- Visualization and Facets
- UCD User-centered Design
- Etc.
Jeremy, would you like a piece of pie?

Not now, mom.

I have a bunch of research to do for a history paper that's due tomorrow.

Ah, research! When I think of the hours I spent at the library when I was your age, I finished!

Wait... you went to a library??
The Scary re-wiring of the Millennials and post-Millennials
Eye Tracking Studies
Gaming
Our Gaming Foundations
EverQuest / WoW – Their Gaming
## Millennial Characteristics

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>More Friends</th>
<th>More Diverse</th>
<th>Respect Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principled / Values</td>
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<tr>
<td>Optimistic / Positive</td>
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<tr>
<td>Balanced Lives</td>
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<tr>
<td>Collaborative</td>
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<tr>
<td>Independent</td>
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<td>Multi-taskers</td>
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<tr>
<td>Healthy Lifestyle</td>
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<td></td>
<td>Internet Natives</td>
<td>More Choices</td>
<td>Format Agnostic</td>
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<td></td>
<td>Adaptive / Flexible</td>
<td>Civic Minded</td>
<td>High Expectations</td>
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<td></td>
<td>Nomadic</td>
<td>Gamers</td>
<td>Experiential</td>
</tr>
<tr>
<td></td>
<td>Confident</td>
<td>Direct</td>
<td>More Liberal &amp; Conservative!</td>
</tr>
<tr>
<td></td>
<td>Inclusive</td>
<td>Patriotic</td>
<td>Entrepreneurial</td>
</tr>
<tr>
<td></td>
<td>Family Oriented</td>
<td>Graphical</td>
<td>Achievement Oriented</td>
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</tbody>
</table>

Credit: Richard Sweeney, NJIT
Reminder:
200,000-350,000
A DAY!
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Teen SL Library services meeting, 5/7/06
Second Life Library eBooks

- 9 storey Library
- Law Library
- Consumer Health Library
- Medical Library
- Teen Library
- Public Library
- Engineering Library
- Science Fiction
- Mystery Island Castle
- ALA
- SLA members
- Education Islands
- Amphitheatre
Reading is virtually fundamental in SL

By KATT KONGO
Staff writer

While most Second Life residents are aware of the variety of ways in which SL is used, from educational classrooms to treatment of mental illnesses, most would be surprised to learn that SL is now being used by an institution one might think of as conventional—a library.

To be more exact, the Alliance Library System (ALS) is currently providing select services to the residents of SL. Initial services have, so far, consisted of book discussions and programs, such as one held Friday on the topic of “Getting Along with IT stuff for Librarians and Educators.”

ALS, which is based in East Peoria, Ill., will team up with Online Programming for All Libraries (OPAL) and utilize the programs currently offered online to librarians and libraries, within SL. The two entities eventually hope to offer a plethora of library services.

In a telephone interview, Kitty Pope, executive director for the ALS, said the goal of their programs within SL is to reach people who might not otherwise go to a library. In giving background information about the ALS, Pope said the organization provides services to 285 libraries and is partially funded by the state of Illinois.

She added that ALS is one of the most innovative organizations, technologically speaking, and their philosophy is to mine new technologies to spread the gospel of library usage. “Innovation equals risk, innovation equals growth,” she stated.

Lou Bell, the ALS’s director of innovation, read about SL in the blog of a librarian who was already a resident. She created an account, logged on with her avatar, Lorelei Junot, and saw a population of almost 200,000. She found that SL had a few libraries, such as Wandering Yaffle’s Black library, but thought that library services could be expanded. “Since there is web programming through OPAL, why not offer that in SL?” she said.

Librarians from all over the country are gathering in SL to assist in setting up the virtual library. In fact, Pope expected criticism from many library blogs, but instead has received an immense interest about the possibilities afforded by SL.

Bell concurred, saying “The response has been enthusiastic. People are volunteering and doing a

See BOOK, Page 20
INFOhio
Ask A Librarian
SCHOOL ROOMS

Explore A Subject
- HOME
  - Elementary
  - Middle School
  - High School
  - Parent Guide

How Do I...
- Learn About the Solar System?
- Learn about Rocks?
- Study Geologic History?
- Help My Child With Homework?
- Learn About the Weather?
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Room Contributors
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2. Laurie Simms
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Middle School Contributors
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INFOhio's Central Office is located at the State Library of Ohio.

Directions
The office is located at 274 East First Avenue, Suite 100, Columbus, Ohio 43201.
Click Here for Directions.

Featured Resources
featured
Parent Toolkit

Featured Sites
Featured Sites
Homework Now

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- Renew My Materials
- My Items on Hold
- View My Fines
- Review My Library Account

Recommended Resources

Weather
News

Today is January 21, 2006
**Earth Science**

**Explore A Subject**
- Elementary
- Middle School
- Earth Science
  - Earth's History
  - Weather, Climate & Atmosphere
  - Earth's Changing Interior
  - Earth's Exterior & Resources
  - Minerals & Rocks
  - Planet Earth & the Solar System
- US History
- High School
- Parent Guide

**How Do I...**
- Research the Big Bang?
- Explore Eras and Epochs?
- Read a Weather Map?
- Learn about Meteorology?
- Research Plate Tectonics?
- Learn to Conserve?
- Research the Rock Cycle?
- Become a Geologist?
- Research the Moon's Phases?
- Explore the Space Station?

**Check It Out**

**Shaping the Earth**
Many forces have shaped the Earth throughout time, from plate tectonics to humans. Take a trip from the past to the present with Shaping the Earth.

- Continental Drift
- The Greenhouse Effect
- 101 Amazing Earth Facts

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**Homes and Shelter**

**Cool Links**
- **Savage Earth**
  - When the Earth moves, watch out! Discover just how powerful an earthquake can be.
- **Volcanoes**
  - Melt rocks and use clues and maps to discover volcanoes around the world.
- **Mountain Maker, Earth Shaker**
  - Try your hand at plate tectonics!

**Fun & Games**
- **What on Earth?**
  - Test your knowledge of Earth Science with this Jeopardy-style game!
- **Continental Drift**
  - How much do you know about the basics of plate tectonics?
- **Sea Monsters**
  - Travel through seven deadly seas and see if...
Be More Open to the Users’ Paths - Filtering
Visual fragmentation

- Split screens, crawls, Flash, etc. are expected in videos, TV, Web sites, movies, and video games – it’s “normal”
- In magazines Millennials prefer one-spread layouts, concise copy blocks, “information chunks”
- Print integration with Web sitelets is efficient and expected
JEREMY, YOUR FATHER AND I ARE CONCERNED.

127 INSTANT MESSAGE BUDDIES
Borgman

WE DON'T SEE YOU HANGING OUT WITH YOUR FRIENDS MUCH ANYMORE

14 SIMULTANEOUS CONVERSATIONS
SO WE JUST WANT TO KNOW...

128 NEW E-MAIL MESSAGES
...IS THERE A PROBLEM?

YEAH. NOT ENOUGH TIME.
Cover this box with art.
Web tools to consider

- e-zines and e-newsletters
- Discussion boards
- Online chats
- “My librarian” (e-mail and IM)
- Quizzes, games, and contests
- e-postcards
- Wallpaper and screen savers
- News and events updated daily
Questions and discussion
Thank you

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