Public Library Personas
Internet Librarian

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VP Innovation,
SirsiDynix
Context is King, not Content.
What is context?

• It’s not about the Library!
• It is about . . .
  • Learning
  • Research
  • Community and Neighborhoods
  • Workplace
  • Entertainment and Culture
Normative Data

The Library World

Personas

Usability Tests

Normative Data
Normative Data

Personas

Usability Tests

The Library
World

The Real
World
Yes – They are different, period.

...5 year planning horizon
The Scary re-wiring of the Millennials and post-Millennials
## Millennial Characteristics

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

Credit: Richard Sweeney, NJIT
Heat Maps are created by tracking user eye movements and summing the records for user groups. Here, the eye movements of elementary school students were tracked and recorded resulting in a Heat Map that clearly shows the students focus on the navigation options in the top left, the main feature panel in the center of the page, and the search box in the center top. This actual webpage can be seen by clicking here.

Heat Maps help SirsiDynix understand how to layout pages.
Information Engagement Levels

- Read/View
- Argue/Defend
- Present/Teach
- Stimulate/Live

Content
Source
Situation

Dr. Thomas Davenport
Intelligence and 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.
Personality and Searching

• “Five personality dimensions and their influence on information behaviour”
• Jannica Heinstrom, Abo Akademi University, Finland (Oct. 2003)
• http://informationr.net/ir/9-1/paper165.html
• Central Question: “How does personality influence searching behaviour?”
Personality and Searching

Dimension | High Level | Low Level
---|---|---
Neuroticism | Sensitive, Nervous | Secure, confident
Extraversion | Outgoing, energetic | Shy, withdrawn
Openness | Inventive, curious | Cautious, conservative
Agreeableness | Friendly, compassionate | Competitive, outspoken
Conscientious | Efficient, organized | Easy-going, careless
Sample Conclusions

• Extraversion was related to informal information retrieval as well as preference for thought provoking documents over documents which confirmed previous ideas.
Sample Conclusions

• Openness to experience was related to broad information seeking, incidental information acquisition, critical information judgement, preference of thought provoking documents instead of documents which confirmed previous results. Conservativeness was related to problems with relevance judgement and preference for confirming documents.
Sample Conclusions

• Competitiveness was related to lack of time being a barrier to information retrieval, problems with relevance judgement and competence in critical analysis of information. Low levels of agreeableness forms a base for skeptical and critical thinking.
Sample Conclusions

- Conscientiousness was related to preference for thought provoking documents instead of documents that confirmed previous ideas and use of effort in information seeking. Carelessness, on the other hand was related to problems with relevance judgement, feeling that lack of time was a barrier to information retrieval and preference for documents that confirm previous ideas.
Project Objective

• To understand and meet the expectations of public library users for services, content, and virtual interaction.
Personas Defined

• Personas are hypothetical representations of a natural grouping of users that drive decision-making for development projects.
  
  – They are not real people, but they represent real people.
  – They are defined by goals.
  – They focus on what is valuable to the user and subsequently on how he or she behaves.
Personas

**Goals:** Help team build the base infrastructure for .NET products. Construct the base set of services that ship with the product and compose the core of a distributed framework for hosting distributed services. Add queuing semantics and associated locking, classification and routing of messages, subscriptions, efficient filtering, fan-out, etc., to the server. Integrate new distributed communication semantics to the existing SQL Server programming model. Demonstrate ability to communicate and work well with other teams.

**Usage Scenario:** Henry has been around long enough to build a solid network of resources to call when he has specific questions about products or programs. He often learns about new technologies or processes through casual conversation with his friends and coworkers in the hallway. He uses Yahoo! for general information gathering because he likes the simplicity of the site design and the breadth of information available. The Portal is not his start page—he usually just types in the URL directly. He rarely reads the content on the first page because he doesn't want to know what's going on with general companywide PR information. He's somewhat cynical about "companywide" internal releases and dislikes company politics. However, on a personal level, he does want to know about the schedules that the applications are on so he can plan. He's frustrated that there's no place you can go to find product information all in one spot.

**Info-Seeking Behavior:** When Henry needs specific information, he generally e-mails or phones a friend. He is a member of about 15 different DLs that used to be manageable, but now he finds it increasingly difficult to keep up. He typically uses the Portal to search for internal information across the companywide intranet or to find other internal sites. He comes to the portal about four-five times a week by typing in the URL and stays for less than 15 minutes at a time. He rarely, if ever, goes to there to find general information about the company or the industry as a whole. He uses internal databases to find internal information on products or code. If he's frustrated by something, he'll go there and find solutions rather than go outside to support or to a dot-com. "You used to have to drill down pretty deep to find personalized information, but now it's easier." He tends to bookmark pages in the portal because he hates having to go 5 levels down. He'll use that bookmark until it breaks, then he has to research it again. He would like to have favorites on the portal. . . .
MS ‘Kid’ Personas

See *Computers In Libraries* Issue about University Of Toronto Personas

http://advertising.msn.com/home/MSNPersonas.asp
Our Approach

• Narrative capture and identification of characters, issues and problems, behaviors and actions.
• Narrative pattern review of content, service and product needs
• Identification of priority requirements for specific market identities i.e. personas
Narrative

Storytelling
Why Narrative Capture?

• Knowledge can only be volunteered it cannot be conscripted
• I only know what I know when I need to know it
• I always know more than I can say and I will always say more than I can write down
Anecdote Circles

The five (5) workshops held in April-May 2005

- Bergen County Public Library
- Buffalo Erie Public Library
- Cleveland Public Library
- Hamilton Public Library
- S.A.I.L.S. Middleboro, MA

Starter Statements

- Describe a day that involved coming to the library.
- Describe a day that you wanted to come to the library but couldn’t.
- Give us an example of when you learned something from others at the library.
- Give us an example of when you tried to learn something from others at the library but didn’t.
- Give us an example from the past when you have used a computer to find information and were surprised about what you found.
- Give us an example from the past when you decided you wouldn’t be able to find the information through the computer – why?
Summary Groupings

<table>
<thead>
<tr>
<th>Archetypes</th>
<th>Themes</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Good Citizenship</td>
<td>• Interaction</td>
<td>• Community</td>
</tr>
<tr>
<td>• Patrons</td>
<td>• Technology</td>
<td>• Learning</td>
</tr>
<tr>
<td>• Library Staff</td>
<td>• Efficiency</td>
<td>• Quality</td>
</tr>
<tr>
<td>• Money</td>
<td>• Money</td>
<td>• Efficiency</td>
</tr>
<tr>
<td>• Library Services and Facilities</td>
<td></td>
<td>• Money/Risk</td>
</tr>
</tbody>
</table>

- Issues
- Ideal State
Archetypes: Characters

Archetype Summary

Archetype Names

Number of Archetypes

0  2  4  6  8  10  12

Good Citizenship
Patrons
Library Staff
Money
Library Services and Facilities
Good Citizenship Archetypes

Well-Rounded Citizen (13 attributes)

Collaborate
- Community brings people together
- Cozy
- Diverse activities
- Encourage creativity
- Good use of our money
- Human contact
- Intellectual opportunities
- Kids feel safe
- Nurturing
- Opportunities – social
- Security
- Willing to chat when time permits

Bergen County
Good Citizenship Archetypes

<table>
<thead>
<tr>
<th>Strong Community Leader (6 attributes)</th>
<th>Community builder</th>
<th>Connected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Connecting with</td>
<td>community</td>
</tr>
<tr>
<td></td>
<td>Gives people mission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Networking</td>
<td></td>
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<tr>
<td></td>
<td>Pulls community</td>
<td>together</td>
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</tbody>
</table>

SAILS
# Patron Archetypes

<table>
<thead>
<tr>
<th>Frustrated Patron</th>
<th>Annoying Books out of print</th>
<th>Disruption</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indifference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of wireless</td>
<td></td>
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<tr>
<td></td>
<td>No tape player</td>
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<tr>
<td></td>
<td>Online services unavailable</td>
<td></td>
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<tr>
<td></td>
<td>Out of date</td>
<td></td>
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<tr>
<td></td>
<td>Physical pain</td>
<td></td>
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<tr>
<td></td>
<td>Ripped/missing pieces</td>
<td></td>
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<tr>
<td></td>
<td>Out of date magazine</td>
<td></td>
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<tr>
<td></td>
<td>Wasted resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wasted space</td>
<td></td>
</tr>
</tbody>
</table>

Cleveland
## Patron Archetypes

<table>
<thead>
<tr>
<th>Inquisitive Power User (12 attributes)</th>
<th>After hours usage</th>
<th>Broader search results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer use</td>
<td></td>
<td>Introduction to new things</td>
</tr>
<tr>
<td>Lots of preferences</td>
<td></td>
<td>No online access outside of library</td>
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<tr>
<td>No online access outside of library</td>
<td></td>
<td>Not a free service</td>
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<tr>
<td>Not a free service</td>
<td></td>
<td>Open to public</td>
</tr>
<tr>
<td>Open to public</td>
<td></td>
<td>Outside sources</td>
</tr>
<tr>
<td>Outside sources</td>
<td></td>
<td>Search method</td>
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<tr>
<td>Search method</td>
<td></td>
<td>Universal access</td>
</tr>
<tr>
<td>Universal access</td>
<td></td>
<td>Ways to get information</td>
</tr>
</tbody>
</table>

Cleveland
### Patron Archetypes

<table>
<thead>
<tr>
<th>Disengaged Seeker</th>
<th>Can’t get book you want (timely)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9 attributes)</td>
<td>Don’t listen to reviews/bad reviews (NPR Reviews)</td>
</tr>
<tr>
<td></td>
<td>Embarrassing</td>
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<tr>
<td></td>
<td>Fear of puppets</td>
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<tr>
<td></td>
<td>Forgot card/license</td>
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<tr>
<td></td>
<td>Head aches</td>
</tr>
<tr>
<td></td>
<td>Injuries</td>
</tr>
<tr>
<td></td>
<td>Some people consider a waste of money/space (crafts)</td>
</tr>
<tr>
<td></td>
<td>Too long</td>
</tr>
</tbody>
</table>

Cleveland
# Library Staff Archetypes

## Ultimate Tour Guide

*(7 attributes)*

<table>
<thead>
<tr>
<th>Advance reserve on new materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abundance of items</td>
</tr>
<tr>
<td>One-stop shopping</td>
</tr>
<tr>
<td>Video/DVD lost in drop box</td>
</tr>
<tr>
<td>Access to materials never afford</td>
</tr>
<tr>
<td>Up to date, current materials</td>
</tr>
<tr>
<td>Diversity of materials</td>
</tr>
</tbody>
</table>

Buffalo-Erie
### Library Services Archetypes

<table>
<thead>
<tr>
<th>Out-of-Date IT (6 attributes)</th>
<th>Access to PC’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Message is too long (automated computer system)</td>
</tr>
<tr>
<td></td>
<td>Not enough computers</td>
</tr>
<tr>
<td></td>
<td>Slow re-boot</td>
</tr>
<tr>
<td></td>
<td>Strong database</td>
</tr>
<tr>
<td></td>
<td>Technical-media options</td>
</tr>
</tbody>
</table>

Hamilton Public
Library Services Archetypes

“Something for Everyone” Resources
(4 attributes)

Can’t remove reference material
Extensive collection
Library for books, not movie rentals
Library for education films, not Hollywood movies

Hamilton Public
Themes: Issues and Problems

![Bar chart showing themes and their frequency](chart.png)

- Interaction
- Technology
- Efficiency
- Money
- Other

Theme Names

Number of Themes

0

10

15

20
Values: Behaviors and Actions

![Bar chart showing the number of values in different value groupings]

- Community
- Learning
- Quality
- Efficiency
- Money/Risk
- Other
Pattern Review
Mass Narrative Representation

1. A Day at the Library
INT. Do you remember the last time you used the public library, for instance, and what brought you to the library at that instance? XX. Well, let's see. Last time, yesterday or the day before, I think I was just returning. I stopped to see if any of the librarians know — just trying to learn people's names whenever I go, say hello. And then I always look at the new books to see if the new bookshelves pop anything into my eye that I might have heard about but forgotten to write down. And the last few years, my role in my household with two teenage children is to ferry the books back......

2. A Day at the Library
XX. My first piano recital was in a library... INT. Oh, yeah, so let us about that... XX: It was horrible, and I was terrible. But it was in a library, in a meeting room in the library, because I grew up in Missouri, and they built a new library. I don't remember ever going to the old library. So they had a meeting room, so we had a piano recital at the library. But that was a library where they wouldn't let the kids check out grown-up books. Remember that? So like I was limited. You know, at a certain point, you're like ten and you can't quite check out the grown-up books, but......

3. A Day at the Library
XX. I think TeenNick is the best. I mean, the ones I go to all the time are (inaudible) and Englewood and (inaudible) TeenNick, but TeenNick, I think, they've really done a good job in showing the staff areas off into little corners of the building and winning back areas that were formerly part of the staff and administrative space for collections. They still have public art exhibits, and public community programs, (inaudible) display cases, which is a good way to see what's going on, like the Hackensack River Greenway Project, you know, it's going all up and down the Hackensack River to mak......

4. A Day at the Library
XX. You're ready... XX: -- exhausted the possibilities of the children's room. But fortunately they don't do that so much anymore. And now I -- I was just in the library on Friday, and I joined the Friends of the Library, and let's see. I mean, there's a lot going on at my library. There's a lot of tutoring going on, both in ESL tutoring, right? You see that? (inaudible), right? XX: No, I see it in Fort Lee much more. XX: In Fort Lee, yeah. XX: (inaudible) there's not enough spots for like quiet tutoring. XX: There's a quiet room in Fort Lee, and there's a lot of tu......

5. A Day at the Library
XX: In terms of bulletin board, what kind of information is on the bulletin board? XX: They post for plays, like school plays and things that you wouldn't find otherwise. INT: Community info? XX: Community things, community meetings, community info that you wouldn't see otherwise. And the librarians all know me and say, hello Mrs. (X). Now you know what my name is. Hello, Mrs. (X). (laughter). And I just joined the Friends of the Library, and librarian was like, oh, we need someone like you. So, I think I'm going to be the youngest person, so I'll feel very vibrant. (laugh)......

6. A Day at the Library
XX: We have one of those too. I think it encourages families with smaller children to bring their smaller children in and get them in the idea of going to the library before they can read. XX: Yeah, and I'd take my kids for story time when they were little, all the time. It's much nicer now, because (inaudible) library, but used to do that all the time......

7. A Day at the Library
INT: Right, so you just gave us an example of where you didn't have enough space. And you want to talk just a little bit more.
## Example Focus Areas

<table>
<thead>
<tr>
<th>Content</th>
<th>Service</th>
<th>Functionality</th>
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</thead>
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<tr>
<td><strong>Attributes</strong></td>
<td><strong>Themes</strong></td>
<td><strong>Attributes</strong></td>
</tr>
<tr>
<td>Vast Information</td>
<td>Equal Access to</td>
<td>Cuts Down Searching</td>
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<tr>
<td>Dedicated Local</td>
<td>Services</td>
<td>Too Many Features</td>
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<td>Library Directories</td>
<td>Ease of Use and</td>
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<tr>
<td>In-depth Knowledge</td>
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<tr>
<td>Available</td>
<td>Meeting Customer</td>
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<tr>
<td><strong>Archetypes</strong></td>
<td>Needs</td>
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<tr>
<td>Something for</td>
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<td>Everyone Resources</td>
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<tr>
<td><strong>Qualities</strong></td>
<td><strong>Archetypes</strong></td>
<td><strong>Values</strong></td>
</tr>
<tr>
<td>Library Material</td>
<td>Frustrated Patron</td>
<td>Information Access</td>
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<tr>
<td>Types</td>
<td></td>
<td>Self-Learning</td>
</tr>
<tr>
<td></td>
<td><strong>Values</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quality Librarian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Services</td>
<td></td>
</tr>
</tbody>
</table>

**Archetypes**

- Frustrated Patron
- Satisfied Customer

**Values**

- Information Access
- Self-Learning
Personas
Quality: Other user perspectives

Values

- Academic (11 items)
- Adult (140 items)
- Arts professional (0 items)
- Board member (0 items)
- Reading club member (1 item)
- Computer user (299 items)
- Disabilities (3 items)
- Downtown worker (1 item)
- Driver (20 items)
- From China (1 item)
- From India (0 items)
- Grandparent (0 items)
- Heavy user (7 items)
- High School student (4 items)
- Internet user (237 items)
- Late night user (9 items)
- Library volunteer (11 items)
- Night-time user (8 items)
- No home computer (7 items)
- Non-computer user (1 item)
- NPR listener (6 items)
- Parent of middle-school student (3 items)
- Parent of teenagers (13 items)
- Parent of toddler (21 items)
- Professional (65 items)
- Referrer (17 items)
- Senior (8 items)
- Tax payer (0 items)
- Teenager (11 items)
- Toddler (15 items)
- Tween (10 items)
- Walker (8 items)
- Weekend user (1 item)

What is a quality?
7 SirsiDynix Personas

- **Discovery Dan**
  - Dan represents the adult non-researcher population.
- **Haley High School**
  - Haley represents the high school student population.
- **Jennifer**
  - Jennifer represents the parents of teenagers.
- **Mommy Marcie**
  - Marcie represents the parents of young children.
- **Rick Researcher**
  - Rick represents adult researchers who own a personal computer.
- **Senior Sally**
  - Sally represents senior citizens.
- **Tasha Learner**
  - Tasha represents adult researchers who do not own a personal computer.
A typical day at the library: Stops by the library either on their way to or from work or over their lunch break. May spend time on the weekend if they have a home project. Have requested the books or DVD’s online so is either dropping them off or picking the materials up. Enjoys lectures, classes or other non-traditional activities. Appreciates connecting with the library staff during visits

Information-seeking behavior: Usually checks online to see what has newly arrived at the library. If they have time during their stop over at the library itself, they will browse what is new in the nonfiction and music; maybe the fiction shelf as well. Uses the library to avoid the cost of buying materials. May purchase books after reviewing them in the library. Signs out DVD’s and movies for entertainment. Appreciates the book club(s), even if not an active participant. Also seeks community information (pamphlets, etc.) Reads on-line reviews of books

Ultimate goal: To pick up the books, music or videos they are interested in. Or to simply discover books or other material that piques their interest to expand their minds

Frustrations: Changing library hours. Unpredictable Internet search results. Pop-ups, spam. Librarians who aren’t very good at referring them to specific sources or best sources on a given topic – could be people as often as written information. Wishes libraries would coordinate culling of collections and try to keep at least one copy of a book in one of the libraries. Needs more consumer-friendly categorization of material. Parking (downtown users) Hours need to match commute schedule. Wait-lists for books so long that they are compelled to purchase the book from Amazon.
A typical day at the library: They are not daily users of public libraries. When they do come, they focus on magazines, newspapers or quickly check their email or browse the Internet. If they don’t have a good school library, they will come to the public library after conducting a web search. They may use the library computer to print out a paper, especially if the shared computer at home is inaccessible.

Information-seeking behavior: Most information activity begins with a web search. They will type in their search within “ ” and start there to determine what they need. They might go to their school library or if they have a history of using public libraries, go to the public library to get help from a reference librarian. They will likely IM their friends to see what they are doing to find answers to the assignment. Public library Internet use is up among teens from 36% in 2000 to 54% in 2005. When they go online, 74% do it from home, 17% from school and 9% other (community centers, churches, friend’s house and libraries). Note: Teens are just as likely as adults to get news and information about current events online. More than half report political news-seeking. (Pew – Teens and Technology)

Ultimate goal: They want to complete a school project.

Frustrations: The books are too advanced for a high school student. There are no public library materials available on a web search. The library is at the bottom of the list for research for some high schoolers.
A typical day at the library: The parent assists the teenager in using the library website. This is usually done at home, after the teenager has reviewed what is available on the Internet. The parent is coming in after the research has begun. Once they identify the books they need they will put them on reserve or check to see if they are available. Once there, they may decide to browse the young adult library collection (if they have time). Otherwise they are focused on getting the materials for the project. Once they have the material they need, they leave. The parent will likely have to bring other children to the library at the same time. They will be pulled in multiple directions, looking after their younger children and their teens. She wants to use the library as more of a recreational facility for herself, but given her busy lifestyle, she is unable to. When she is there, the library becomes a social setting. She talks with the staff socially, and enjoys the interaction.

Information-seeking behavior: The info seeking behavior of this parent is utilitarian although they’d prefer it to be more recreational. They start by working with the teenager to browse available information from the library online at home. When they go to the library they go there to find specific items (books, music) or to browse newspapers or journals. They may help a child to post a community notice on a bulletin board at the entrance to the Library for example, Scouts or Babysitting. At the library the adult may be responsible for signing the teenager on to the computer equipment.

Ultimate goal: The parents want their children to know how to use the library and to use the best sources of materials to complete a project. They also may see the library as a great location to post availability to baby-sit, or to announce a community event.

Frustrations: Students needing regular permission from the adult to use the computer equipment. Safety with respect to sites used. Noisy students. The parent wants to know what’s happening in the library, but is not often notified of events they may be interested in. They want communication pushed out to them in a form they find useful.
A typical day at the library:  Mother and children typically drive to the library. The four year old girl is in a reading group. The two year old attends storytelling. Each Monday they go to the library to attend the reading group and to hear a story. Afterwards they use the time to check out new books, videos or DVD's for children, as well as to find time to look for any adult materials.

Information-seeking behavior:  She typically doesn’t have time to use the computer at the library. At the library she is usually busy looking after the children either participating in a reading group session, or attending a storytelling session. She uses the computer at home to put materials on reserve for herself or if she knows exactly what she wants for the kids. She picks up the books, DVD’s or videos when she is leaving the library. She uses the library website to hear more about upcoming events.

Ultimate goal:  She wants her child to learn to read and to discover new ideas in a safe, informed setting. She wants her children to be exposed to books early on – even when they don’t know how to read yet. She wants to be able to find time to meet some of their own needs knowing their children are safe.

Frustrations:  Not finding librarians who can help the children to learn to read, is troubled by reduced library hours (nights and weekends), and wants to have an easy way to know about upcoming events on the website.
A typical day at the library: Will first check out which library to go by using their home computer. If they need to they will request books from other libraries to be reserved and sent to their own local library. Once they receive a notification that the materials are available to be picked up they will drive or walk to the library to pick them up.

Information-seeking behavior: Often orders books online through Amazon but doesn’t always want to own the book itself so uses the library to complement their own library. Extensive user of the Internet for current information. As part of a broader library network will search for the library with the best set of resources for the task at hand and either request them online – or if they have the time, go down to the library to use them. Once at the library they will talk with the reference librarian to ensure they are getting access to the best reference sources such as encyclopedias, journals and special collections. Likes iBistro. Often looking for professional information that is very current.

Ultimate goal: Complete the research ensuring use of the most appropriate resources.

Frustrations: Library not being open late at night. Inability to get really current information available in an easy-to-use package. Not finding the same information on the virtual catalog as the librarian. Not finding government information at the county and state level. Ideally would like ratings and user feedback.
• **A typical day at the library:** As part of a daily or weekly routine, the senior goes to the library to take a scheduled class, participate in a program, volunteer, or just browse the shelves for pleasure. The scheduled event may be a computer class, a search class, cultural event, book group or how to use the library website. Once at the library they are likely to spend a good deal of time browsing the collections to see if there is anything new or different that catches his or her attention.

• **Information Interests:** The senior tends to be a hobbyist or heavy information seeker primarily in the areas of health, digital photography, travel, and genealogy. Senior men tend to focus more on lifelong learning such as political, historical, or educational topics. The senior woman focuses more on entertainment; including fiction, cooking, quilting, travel, do-it-yourself topics.

• **Information-seeking behavior:** The senior goes to the library to attend an event such as a poetry reading or art show or music recital. It may be a meeting place for a reading group. He or she may take a class on computer use (e.g. Google It). They pick up books that they have requested online or from the librarian on a previous visit. They may spend up to a half day there browsing the magazines, books, CD's and videos. They are likely a member of the Friends of the Library and will help to run the book sales. The senior also looks for or interacts with information in a linear fashion; they search or browse for topics and content step-by-step or one thing at a time.

• **Ultimate goal:** To learn and to spend time with others and using technology to stay in touch.

• **Frustrations:** Rapid change in technology products and general resources without transitioning or guided instruction within a traditional classroom environment. Need to reach seniors who are housebound. Not being aware of what is happening at the library.
A typical day at the library: Goes to the library to use the computer. Is working on a project that requires the Internet, as well as completing her reading with books she doesn’t own. Is likely using the computer to print a report or to create marketing collateral.

Information-seeking behavior: Makes a specific point of going to the library to complete her project. She consults with a reference librarian to ensure she has a good starting place and then uses the online catalog and the Internet to source both electronic and hardcopy information sources. She prints out materials to work with them. She is aware that some sources are more appropriate than others, but consults with the librarians to ensure she has the best possible sources.

Ultimate goal: Wants to complete her project by ensuring all the appropriate resources are used and needs to use the library computer to do so.

Frustrations: Not finding all the sources she needs. Having to get off the computer within a particular timeframe. Inconsistencies in which library has which resources, e.g. dictionaries, inaccessible librarians i.e. not available when you need them.
## SirsiDynix Product Considerations for Tasha Learner

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Next Steps

• K-12 Research
• Scholarly Personas
Let’s Take a Look…
Explore A Subject

HOME
- Elementary
- Earth Science
- US History
- Middle School
- High School
- Parent Guide

How Do I...
- Learn About Dinosaurs?
- Use a Library?
- Learn About Earthquakes?
- Explore Space?
- Research Wars?
- Study the Presidents?
- Write a Report?
- Look at a Map?

Check It Out

My America
Poetry is fun and even better when you can learn more about the United States and its regions by reading the poetry in this book! Included are fun facts, colored maps and pictures while you travel through each state.
- What's a Poem?
- Poetry Ideas!
- Giggle Poetry

The US and its Neighbors

Cool Links

Funology
Check out the fun trivia, activities, crafts, jokes, and experiments at this site.

Cool Science for Curious Kids
Explore science with the fun games on this site!

Wayback Technology 1900
See what kinds of technology people had in 1900!
The US and its Neighbors

Map of North America

This map shows the countries that make up the continent of North America. (Image and text taken from The Hutchinson Children's Encyclopedia © Research Machines, plc 2005).

Learn More About...

Watch, listen, or discover new and exciting things about people, places, and events you want to know more about with the guides below!

Earth Sciences
Discover the world around you with our Earth Sciences Room. Here you'll find information on the oceans, soils, weather, and the solar system.

Content taken from © Research Machines plc [2005].
Check It Out

Earth Rocks!
Earth provides a natural playground that really rocks! Rock climbing is a popular hobby that takes advantage of this natural resource. Discover the exhilaration of scaling a mountainside or cliff while enjoying what this earth has to offer.
- Rock Climbing Safety
- Natural Climbing Sites
- ABC's of Rock Climbing

Weather Works
Weather Balloon
Check It Out

Hubble Space Telescope
The Hubble Space telescope orbits the Earth at a height of about 600 kilometers (375 miles). Since it was launched in 1990, astronomers have used it to collect information that helps them work out the age of the universe and how fast it is expanding. (Text taken from the Hutchinson Children's Encyclopedia © Research Machines, plc 2005.)

- Hubble Telescope
- Expanding Universe
- Edwin Hubble

The Amazing Sun - Our Star

Cool Links

Radioactive Decay
Click on the buttons to see different types of decay in action.

Carbon 14 Calculator
Type in a year to calculate how much carbon 14 is left.

Radiocarbon Dating
Watch these short movies to learn more about carbon dating.

Fun & Games

Geology Rocks!
Take this quiz and test your geology knowledge.

Science Trivia
Click and see how much you know about geology, geography and hydrology!

TKG
Bin Laden: the man who declared war on America
1st ed.

Author: Bodansky, Yossaf.
Publisher: Roseville, Calif. :Forum, Pub Year: 2001
Pages: xxiii, 439 p. :
ISBN: 0761535810

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