All public libraries in North Carolina currently provide digital library resources to their patrons through NC LIVE, a statewide consortium that offers eBooks, audiobooks, journal articles, and other electronic resources. Librarians remain the crucial link between resources and public users, but many librarians experience difficulty using NC LIVE. Through the use of a survey and semi-structured interviews, this study assesses current usage of and training needs for NC LIVE resources by North Carolina Public librarians and staff. Results indicate a wide spectrum of usage rates and training needs on digital resources by librarians. A discussion of the results, including recommendations for creating training materials, is included in this paper.

Headings:

Electronic Information Resources -- Use Studies

Employees -- Training Of

Public Librarians

Children's Libraries

Public Libraries -- North Carolina
NORTH CAROLINA PUBLIC LIBRARY STAFF TRAINING NEEDS ON DIGITAL RESOURCES

by
Brendan C. O'Connell

A Master’s paper submitted to the faculty of the School of Information and Library Science of the University of North Carolina at Chapel Hill in partial fulfillment of the requirements for the degree of Master of Science in Library Science.

Chapel Hill, North Carolina
November 2012

Approved by

_________________________________
Ronald Bergquist, Ph.D.
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Thank you to all the North Carolina Youth Services librarians who provided an amazing response rate to my survey and excellent comments.

Thank you to my interview participants for taking the time to talk with me about digital resources, and sharing their experiences.

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Introduction

Digital library resources are rapidly changing the face of librarianship. While resources such as online journals, eBooks, and databases have been around for several decades, the digital resource landscape continues to develop and evolve rapidly. Librarians struggle to keep up with changing DRM restrictions, platforms, technologies, and social media in order to best serve their users.

While digital library users have unmediated access to resources, librarians continue to be important facilitators of discovery of digital materials. Whether it be information literacy courses taught to incoming college freshmen or a computer class on eBooks at a public library, librarians are helping users discover available resources and how to search and use them.

Given the rapidly developing and changing nature of digital resource access, tools, and materials, librarians need to keep up in order to best serve their patrons. But how do librarians do this? Do they train themselves or do they rely on institutions to provide training to them? How do they see it as fitting (or not fitting) into their professional practice? What methods of providing training are most likely to be effective and useful for this group? Training on digital resources is provided by many library organizations, but the question of how best to deliver this training to serve the needs of librarians has not been adequately explored.
This paper will examine the current state of digital resource training for librarians and librarians' training needs, with a focus on public librarians in North Carolina. This study grew out a for-credit SILS Field Experience completed at NC LIVE in Raleigh, North Carolina. NC LIVE is a statewide organization that provides digital resources to all North Carolinians through the state's public, academic, and community college libraries. NC LIVE resources include eBooks, eAudiobooks, videos, articles, databases, and other paid subscription online content.

In June 2012, I was asked by NC LIVE and State Library of North Carolina Youth Services Consultant Lori Special to create a survey for Youth Services librarians about current usage and training needs for NC LIVE. This paper presents the results of that survey, as well as the findings from several semi-structured interviews that were conducted with librarians to elucidate specific training needs on online library resources and understand further why these resources are often under-utilized.
Literature Review

1.1 Desire for training and benefits of training

Continuing education and workplace training for library staff is fundamental to the practice of the profession of librarianship. Rathbun-Grubb & Marshall (2009), based on a survey of public librarians about their careers, identify ongoing workplace training as "an important component of increasing ... public librarians' feelings of self-efficacy and their belief in the support of their employer in the area of career advancement" (p. 270). At the most fundamental level, librarians who receive ongoing professional development opportunities and training are better equipped to serve their patrons.

Patrons and librarians benefit from staff training. Houghton-Jan (2010) argues that library staff technology training provides a high return on investment for libraries, providing benefits including increased staff productivity, staff self-sufficiency, and also customer productivity and self-sufficiency as increasingly proficient staff train library patrons (p. 4).

Library literature also suggests that there is a great desire for training among library staff. For instance, Rathbun-Grubb & Marshall (2009) found that 70% of surveyed librarians were interested in participating in technology training (p. 271). Effective training also has the potential to bridge the perceived gap between degreed librarians and paraprofessional staff. In his review of library literature on paraprofessionals, Straatmann (2008) identified lack of training and advancement opportunities for support staff as a major contributing factor to feelings of relative unimportance to an organization, which
can create feelings of resentment toward degreed librarians and administrative staff (p. 3). He recommends technology training for all levels of staff as a remedy to this problem.

1.2 Methods of providing training

There are many methods of providing library technology training. However, not all training is created equal. Limits on staff time and budgets often dictate the method (asynchronous, synchronous) and setting (online, in-person) of training. Library literature provides some answers as to what methods and types of training are most effective, but results are not conclusive.

Haley (2008) found that library staff preferred in-person training to online training, and believed that online training was less effective than its in-person counterpart (p. 37). Staff also preferred online training that was provided by vendors (p. 38).

Dalston & Turner (2011) studied various methods of providing online training in public libraries, and found that while many different methods of providing online training were effective, approaches with active instruction resulted in longer-term knowledge gains, as opposed to self-guided study materials (p. 14). They also observed that participants tended to customize the training to fit the specific needs of their library setting, providing an advantage for online training over conventional in-person learning (p. 27).

Houghton-Jan (2010) discusses the benefits and drawbacks of self-paced online training. While there is generally little pushback from managers about implementing this type of training, due to low overhead costs and minimal formal demands on staff time, other problems exist (p. 84). Because of its nature as "unscheduled" training, it tends to
be a low priority for both staff and managers. In addition, staff must be highly self-motivated to complete trainings (p. 86-7).

Thompson (2010) suggests that librarians "give up the concept of mastery" with regard to technology training (p. 22). Given the accelerating pace of technological change, mastery can both be a frustrating and nearly-unattainable goal, and then contribute to resistance to change when the next technology comes along and renders that mastery obsolete (p. 23).
Materials & Methods

The research methods and population for the first phase of this study were determined by the needs of NC LIVE and the State Library of North Carolina. I was asked to create a survey by NC LIVE to assess training needs and current usage of NC LIVE among Youth Services Librarians in North Carolina.

Semi-structured interviews were then conducted with several librarians to develop, understand, and extend the results of the survey. The interview subjects were invited to participate by email, and interviews were conducted by phone and in person. The invitation to participate is included as Appendix B, and interview questions are included as Appendix C.

1.3 Survey design

Based on the needs of NC LIVE and the State Library of North Carolina, a survey was designed to assess the current state of digital resources training, current usage of NC LIVE and other digital resources by North Carolina Youth Services librarians, and training needs and wants for this population. The survey consisted of nine questions on these topics (see Appendix A).

An invitation to participate and link to the survey were distributed to North Carolina Youth Services Librarians by the State Library of North Carolina via the NC-KIDS email listserv, a statewide listserv for Youth Services staff and librarians with approximately 450 subscribers. The survey was created using SurveyMonkey software, and results were collected online. The survey was open for one week. Survey questions are included in Appendix A.
1.4 Interviews

The research methods used most often for most studies of training in librarianship are surveys. The survey data I collected provided many valuable insights about training needs and formats, but many questions remained for me. Some of the survey results proved unclear or surprising. I made a decision to extend my research into usage and training needs for online library resources through the use of semi-structured, qualitative interviews.

This study used the four-part methodology identified by Lessler, Eyerman & Wang (2008) as described by Singleton & Straits (2012) for conducting interviews: "(1) implement a procedure for locating or contacting respondents, (2) persuade respondents to participate, (3) collect information from respondents, and (4) edit and transmit the data" (p. 35). Librarians were located and contacted through recommendations by NC LIVE staff and State Library of North Carolina staff for potential interviewees, as well as my own contacts with public librarians in North Carolina. Respondents were persuaded to participate through a letter inviting them to participate in research (Appendix C).

Information was collected from respondents through the use of an interview questionnaire (Appendix C). Questionnaire questions, following the semi-structured interview framework, were used as beginning points for discussion. Follow-up questions were asked for many of the interview questions, to clarify points, ask for more detail, or learn more about a particular topic.

According to Lindlof & Taylor (2011), the qualitative interview is "particularly well suited to understanding the social actor's experience, knowledge, and worldviews" (p. 173). After collecting quantitative survey data on usage, qualitative interviews were
used as a way to interpret, expand, and understand this data through an understanding of librarians as social actors in context.

Weiss (1994) states that qualitative interviews can be the ideal method for "describing process" (p. 9). This study aimed to locate online training within the processes of professional development and work for librarians. Understanding how and when training does (and does not) occur became easier through a process-oriented model, which was described through qualitative interviews.

Another value of using qualitative interviews is "identifying variables and framing hypotheses for quantitative research" (Weiss, 1994, p. 10). Conducting interviews with librarians helped to define questions for future needs assessments with librarians about online training. This study aimed to produce a framework for thinking about and talking about online training for librarians in order to inform further research.
Results

1.5 Survey Response Rate

104 survey responses were received from 450 listserv subscribers, a response rate of 23.11%. 102 of 104 participants who began the survey finished it, a 98.1% completion rate. The 104 respondents represented 53% of public library systems statewide. The two largest library systems in North Carolina, Wake County and Mecklenburg County, represented 26% of respondents.

1.6 Interview Population

Interviews were conducted with two public library youth services staff members and one Reference and Information Technology librarian. All three participants spend some portion of their work working directly with the public.

1.7 Survey - Current usage of Youth Services materials and NC LIVE resources

The first survey questions asked respondents about current usage of youth services materials and of NC LIVE youth resources. Staff was asked what information requests are most commonly received from patrons. The most common requests were for novels to read for fun (87.4%), followed by novels for class assignments (80.6%). Next most popular was non-fiction for class assignment or research (72.8%). Biographies were often requested by young patrons (65%), followed by non-fiction for fun or personal use.
interest. Relatively few requests are received for ready reference information (37.9%) and citing sources properly (13.6%).

<table>
<thead>
<tr>
<th>Resource Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles from a magazine</td>
<td>62.80%</td>
</tr>
<tr>
<td>Test preparation materials</td>
<td>58.50%</td>
</tr>
<tr>
<td>Encyclopedia articles</td>
<td>54.30%</td>
</tr>
<tr>
<td>Articles on a North Carolina topic</td>
<td>48.90%</td>
</tr>
<tr>
<td>Academic journal articles</td>
<td>48.90%</td>
</tr>
<tr>
<td>Biographies of famous or historic people</td>
<td>41.50%</td>
</tr>
<tr>
<td>Information on current events</td>
<td>25.50%</td>
</tr>
<tr>
<td>PBS videos</td>
<td>22.30%</td>
</tr>
<tr>
<td>eBooks</td>
<td>22.30%</td>
</tr>
<tr>
<td>Opposing points of view on a topic</td>
<td>21.30%</td>
</tr>
<tr>
<td>Audiobooks</td>
<td>8.50%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>5.30%</td>
</tr>
</tbody>
</table>

**Chart 1 - Usage of NC LIVE resources to help a patron in the past**

62.8% of Youth Services staff reported using articles from a magazine to help a young patron in the past, the largest percentage (see Chart 1). Test preparation materials, encyclopedia articles, articles on a North Carolina topic, academic journal articles, and biographies were all used by more than 40% of respondents. All the most popular forms
of content were short-form. Articles were most popular, while long-form electronic content, such as PBS videos, eBooks, and audiobooks were all relatively less used. Information on current events and opposing points of view on a topic were also fairly unpopular.

The majority of Youth Services staff, 54.2%, uses NC LIVE less than once a week to help young patrons. 28.1% use it more than once per week, but less than every day. A small minority, 10.4%, use it daily, and an even smaller group, 5.2%, never use it. Only two respondents, 2.1%, were not sure what NC LIVE is.

### Chart 2 - Training Interests on NC LIVE

<table>
<thead>
<tr>
<th>Training Interests</th>
<th>Interest Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to use Homework Help page</td>
<td>59.00%</td>
</tr>
<tr>
<td>How to help young patrons search NC LIVE site</td>
<td>59.00%</td>
</tr>
<tr>
<td>NC WiseOwl vs. NC LIVE</td>
<td>57.00%</td>
</tr>
<tr>
<td>Help young patrons do research projects</td>
<td>48.00%</td>
</tr>
<tr>
<td>Explain what NC LIVE is to patrons</td>
<td>44.00%</td>
</tr>
<tr>
<td>Help patrons look for novels</td>
<td>40.00%</td>
</tr>
<tr>
<td>Help patrons find encyclopedia articles</td>
<td>29.00%</td>
</tr>
<tr>
<td>Help patrons look for biographies</td>
<td>25.00%</td>
</tr>
<tr>
<td>What is NC LIVE?</td>
<td>11.00%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>4.00%</td>
</tr>
</tbody>
</table>
The most popular training interests were "How to use the Homework Help page" and "How to help young patrons search the NC LIVE site," with both receiving 59%. Many other answer choices were popular - the only answer choices that received less than 40% were helping patrons find encyclopedia articles, helping patrons look for biographies, and "What is NC LIVE."

Given the importance in library literature on the method and format of training options, questions were also asked about how, when and where library training usually takes place. A small majority of respondents, 55.1%, participate in online training in a shared workroom. 41.8% participate in a private office, while 21.4% participate while at a public service desk. Only 13.3% of respondents participate in online training at home.

While 16.5% of Youth Services library staff has 1-2 hours weekly to participate in professional development training related to online library resources and databases, more staff, 39.8%, have 30 minutes-1 hour weekly. 29.1% have only 15-30 minutes per week, while 8.7% have less than 15 minutes. Only 5.8% of staff have no time to participate in online training.
Chart 3 - Staff interest in various types of training

Staff indicated interest in receiving training on NC LIVE resources in a variety of formats. 60% of respondents indicated they would be likely to participate in "self-paced online tutorials with multiple lessons that can be completed in order." 55% indicated that they would watch brief YouTube training videos, while over 40% said they would use live online webinars or written how-to guides. Every training format except for "Online quizzes on NC LIVE resources" received a more than 25% positive response.
Youth services staff gave many reasons for finding NC LIVE difficult to use. 45% of respondents said that "keeping track of new resources and changes to the website" was the most difficult aspect of using NC LIVE. 33% found navigating between different NC LIVE resources difficult, while 32% found knowing what resources are available difficult. Functional difficulties with the site were relatively rare - only 11% of staff said they had technical problems with using or downloading resources, while 1% had problems logging in.
Staff had varying reasons for not using NC LIVE more often. The most common reason, for almost 33% of librarians, was not getting very many reference questions. Over a quarter of respondents stated that they already used NC LIVE all the time.

1.8 Interview Results

Interview participants were asked to describe patron interactions in which they might recommend a digital resource (such as NC LIVE). Two participants described recommending digital resources for very specific information requests that were not covered in the library's print collection - for example, a patron looking for resources on chinchillas. Digital resources might also be recommended for current events or if the only
print materials available are in the reference collection, which must be used in the library. Librarian resource evaluation was also a factor. One librarian said, "I try to recommend digital if it's for a topic that I think the digital resource is better, even if they're adamant about print."

On the other hand, multiple reasons were given for recommending print over digital resources to patrons. Low computer literacy of users and external requirements from educators that require patrons to use print resources were cited as reasons. Two participants stated that patrons often prefer print resources, even though they try to promote digital resources. One librarian commented, "My tendency, if I have the book, is to put that in their hands, because I think that's what they want first," and then, "if that doesn't have what you're looking for, I can show you some resources online".

All staff indicated that they were comfortable or very comfortable using and recommending digital resources to patrons.

Librarians described access, resource and interface issues as difficulties using digital resources. One librarian described the number and breadth of resources available as being challenging, while another had had difficulty using the search facets to narrow down search results when working with a patron.

Similar to the survey, librarians were also queried about the types, modes, and functions of professional development on digital resources in their library. The responses indicated very different types of professional development in different public library settings in North Carolina. In one library system, staff is assigned or chooses personal outcomes with the assistance of a manager, which can include competencies in digital resources. In this system, once outcomes have been decided upon, "staff are essentially
responsible for their own professional development," according to one librarian.

The professional development opportunities that staff participated in include training provided by vendors on library platforms, informal peer-to-peer professional development by asking fellow staff questions, conferences, webinars, and reading online about new technologies. In one library system, formal peer-to-peer training is encouraged. One staff member becomes well-versed in a particular technology or system and then teaches a class on it to co-workers. Staff described engaging in formal training to prepare for new technologies and systems, as well as informal, as-needed training:

"Mostly I receive training when I have a problem and I go seek the answer."

Webinars are a source of professional development for all interviewed librarians. Two have participated in webinars, and one plans to in the near future. Both librarians who have participated in webinars indicated preferring to record webinars for a second viewing to increase retention of the material.

All three librarians expressed an interest in learning through more interactive training materials. Librarians described past trainings on digital resources they had liked as "hands-on", "at my own pace", and being encouraged "to play around with" a given tool or digital resource. One librarian described liking training that was as similar as possible to the actual experience of providing reference and information services for digital resources, describing training in a classroom or other environment as something "that's out of your normal [routine]. At this library, I work at the same computer every day, so going somewhere else and trying to bring that knowledge back is one of the biggest challenges."

All participants expressed interest in receiving more training on digital resources.
One librarian was interested in training that included not just instruction for librarians, but ideas for how to teach the public about digital resources. In explaining how librarians talk about digital resources with patrons, she said,

We take [patron's level of technology competency] for granted, and so we dive right in to digital resources...for example, [training could include] something that says, don't assume that people know what full-text article means, or a lot of people find this difficult, focus on this.
Discussion

Neither the survey nor the interviews conducted provided simple answers to questions of best practices for providing training to librarians on digital resources. Librarians expressed interest in participating in a variety of formats of training on a variety of subjects.

The strong response rate to this survey, representing nearly a quarter of listserv subscribers to the NC-KIDS listserv, indicates a strong desire by North Carolina Youth Services librarians to share their opinions about NC LIVE and digital resources. There may have been a certain selection bias in the survey population, in that it represents both Youth Services Librarians technologically savvy enough and interested in professional development to subscribe to the NC-KIDS listserv, and then further selection through those listserv subscribers who already have opinions about digital resources and thus chose to participate in the survey.

Even acknowledging the self-selected population that participated, survey participants demonstrated a high level of usage and engagement with digital resources. The interview participants all described digital resource usage as being part of the reference process along with print resources, another sign that NC LIVE and other digital resources have been well-integrated into the professional practice of North Carolina public librarians.

Another encouraging survey result was that the majority of library staff, 56.3%, has a half hour or more per week to participate in online training. Interview participants revealed that many different training venues are used for this, and thus different types of
training on digital resources should be made available to staff. Staff participate in training in a variety of environments, from uninterrupted solitude in a private office to being constantly interrupted at a public service desk, so training materials produced should accommodate a variety of training spaces.

Survey results indicated various usages of different types of resources by library staff. In general, Youth Services staff favored short-form NC LIVE resources. The most popular online resources recommended were articles from a magazine (62.8%), test preparation materials (58.5%), and encyclopedia articles (54.3%). By contrast, almost 80% of youth services staff has never used eBooks with a patron, despite the media attention given to eBooks and librarians' seeming preoccupation with them. These results demonstrate the perception that print is often better than digital resources for long-form content, such as books, audiobooks, and biographies. Interview participants also described using NC LIVE and open web digital resources mainly to find short articles, information on very specific topics, and current events, confirming this survey result.

Given the low percentage of staff who have used NC LIVE to find information on current events (25.5%), it would seem that open web or print resources are preferable for these as well.
Conclusion

This study aimed to produce recommendations for producing training materials for North Carolina public librarians on using digital resources with patrons, including NC LIVE. However, the varied survey and interview results demonstrate that no "one-size-fits-all" training program can or should be produced for this user population. North Carolina public librarians need training on varied subjects that can be completed in a variety of environments.

To a large extent, this points toward the necessity of individual libraries assessing needs for training in their environments, and providing training in-house for the specific needs of their staff. However, with limited library time and budgets, this would prove impossible for all library systems to accomplish. The State Library of North Carolina and NC LIVE have historically acted for statewide clearinghouses for information on digital library resources, and must continue to do so.

The current training opportunities offered include vendor webinars; NC LIVE outreach visits to member libraries; and the North Carolina State Library Master Trainer program. However, librarians indicated interest in receiving other types of training, such as online tutorials and YouTube videos that are not currently offered by these institutions. Further partnership between the State Library of North Carolina and NC LIVE to provide a variety of training opportunities for a variety of training needs could only be beneficial to librarians and library patrons.
Bibliography


Appendix A

List of survey questions

Q1. What library do you currently work in?

Q2. What are the most common types of information requests you receive from young patrons? Please select all that apply. The young patrons I see in the library are often looking for help with:

- Biographies of famous or historic people
- Novels or other fiction to read for fun
- Novels or other fiction to read for class assignments
- Citing sources properly
- Ready reference information (factual information from an encyclopedia or almanac, for example)
- Non-fiction for fun or personal interest
- Non-fiction for class assignment or research paper
- Other (please specify)

Q3. Which of the following topics would you be interested in learning more about? Please select all that apply.

- What is NC LIVE?
- Help patrons look for biographies
- Help patrons find encyclopedia articles
- Help patrons look for novels
- Explain what NC LIVE is to patrons
- Help young patrons do research projects
- NC WiseOwl vs. NC LIVE
- How to help young patrons search NC LIVE site
- How to use Homework Help page

Q4. Which of these NC LIVE resources have you used before to help a young patron? Please select all that apply.

- Other (please specify)
- Audiobooks
- Opposing points of view on a topic
- eBooks
- PBS videos
- Information on current events
- Biographies of famous or historic people
- Academic journal articles
- Articles on a North Carolina topic
Q5. What kinds of training would you be most likely to participate in or use? Please select all that apply.

Other (please specify)
Online quizzes on NC LIVE resources
In person classes
Reading emails with information about specific online library tools I can use to help young patrons
Frequently asked questions documentation (FAQs)
Written how-to guides
Live online webinars
Brief YouTube training videos
Self-paced online tutorials with multiple lessons that can be completed in order

Q6. How much time do you have weekly to participate formally or informally in training on online library resources and databases?

None
less than 15 minutes
15-30 minutes
30 minutes - 1 hour
1-2 hours
more than 2 hours

Q7. Where do you participate in online training? Please select all that apply.

At a public service desk
In a shared workroom
In a private office
At home
Other (please specify)

Q8. How often do you use NC LIVE to help young patrons?

Daily
More than once per week, but less than every day
Less than once per week
Never
I'm not sure what NC LIVE is

Q9. I don't use NC LIVE more often because... (Please select all that apply.)

Digital resources are slower than print
I don’t understand how it works
It’s too difficult to use
It doesn’t have the resources I need to help children and teens/not age appropriate
Other (please specify)
Our print collection meets my needs/print is better
I already use it all the time
I don’t get many reference questions

Q10. What do you find difficult about using NC LIVE? Please select all that apply.

Logging in
Other (please specify)
Technical problems with using or downloading resources
Searching on the NC LIVE website
Explaining what NC LIVE is to patrons
Explaining how to use NC LIVE to patrons
I don’t find NC LIVE difficult to use
Knowing what resources are available
Navigating between different NC LIVE databases
Keeping track of new resources and changes to the website

Q11. Do you have any other comments on how we can improve training on online library resources for you?
Appendix B

Invitation to participate in research

Subject: Invitation to Participate in Study of Training Needs for Librarians

Study Title: Digital Resource Training Needs for North Carolina Youth Services Librarians

Investigator: Brendan O'Connell, UNC-CH School of Information and Library Science, boconnell1@gmail.com

Faculty Advisor: Dr. Ron Bergquist, UNC-CH School of Information and Library Science, bergr@email.unc.edu

My name is Brendan O'Connell and I am a graduate student at the UNC-CH School of Information and Library Science. I am studying training needs on online library resources for Youth Services librarians in North Carolina. The results of this study will be used to inform the design of new training materials for online library resources for librarians. Because of your position as a Youth Services librarian, I am contacting you to ask you to take part in my study. This is chance for you to share your experiences using online library resources and participating in training, and help contribute to improved design of training materials. However, I cannot guarantee that you will personally receive any benefits from this research.

If you consent to participate in this study, we will arrange a one-hour interview to be conducted by phone or in person before October 31, 2012. This interview will be audiotaped. You are free to refuse to participate in this research project or to withdraw your consent and discontinue participation in the project at any time without penalty or loss of benefits to which you are otherwise entitled. There is no compensation or fee to be paid to any participant in this study and participation is entirely voluntary. Your participation will not affect your relationship with UNC-CH. There are no known risks to participating in this study. The data will be reviewed with my faculty advisor, but only summary data and anonymous excerpts from the interviews will appear in my paper. Data will be compiled and the project may be published, but individuals will not be identifiable. Interview recordings will be stored on a secure server and will not be linked to participants’ identities.

For more information about the study, you can contact the researcher, Brendan O'Connell, by phone or e-mail (boconnell1@gmail.com) or my faculty advisor, Dr. Bergquist, at bergr@email.unc.edu. If you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to the Institutional Review Board by calling 919-966-3113, or addressing a letter to the UNC Office of Human Research Ethics, Medical School Building 52, 105 Mason Farm Road, CB #7097, Chapel Hill, NC 27599-7097.

Thank you for your consideration!

Best, Brendan
Appendix C

Interview questions

Q1. Describe an interaction with a patron in which you might recommend a digital resource, like a database, eBook, etc.

Q2. Describe a situation in which both print and digital resources on a topic were available to you. Which did you choose, and why?

Q3. How comfortable are you with using digital resources, and recommending them to patrons?

Q4. What do you find difficult about using digital resources, compared to print?

Q5. How is professional development in your library handled? Who is responsible for it?

Q6. What training on digital resources have you had in the past? What did you like or dislike about it?

Q7. What kinds of training would you like to receive on digital resources?