File Name: NavScreensProfessional19Transcript2018

Interviewee: Children's librarian

Interviewee: I'm currently the Library Supervisor 1 in the Children's Department. So I make

schedules and sign time sheets and do general librarian things.

Interviewer   Okay. Let's see. So we'd like to talk to you about devices you provide for families.

Do you guys provide any electronic access to families?

Interviewee: So, not to like take home per se but we have a lot things in here. So, we have the

5 PC's that children 12 and under can make reservations on any time. They're

more beneficial for the school age crowd. We used to have preschool computers,

which I would say caused more problems than they were good for. So we don't

have those any longer and then for programming we have 6 Pads.

Interviewer   Oh.

Interviewee: That we use. They're a little bit older now. I think they're 4 years old. Maybe

even 5. Yeah, they're a little older generation. They don't have the lightning

chargers.

Interviewer   Oh.

Interviewee: They're the old type of charger. So we use those for like specific programs, we

don't really bring them out on the floor a lot. And then we'll also utilize the tech

lab down the hallway which has 12 computers in it. So that's also program

specific. For the past two years we've offered like a coding class on Mondays.

Interviewer   Oh wow.

Interviewee: Yeah.

Interviewer   What age?

Interviewee: It was geared towards school age but we did end up getting a lot of preschoolers too so that's when we brought in the Pads. 'Cause we were using scratch, so the school age kids were using the computers and then we had the little pre-K lounge where I was. You know, I had all the toddlers and the preschoolers using the Pads and using Scratch Jr.

Interviewer   Wow. That's amazing.

Interviewee: Oh that was really fun. Yeah.

Interviewer   Was it popular with the kids?

Interviewee: After the first 6 months, I think we were consistently full. Like we were always using all the computers and almost all of the Pads. Like week after week.

Interviewer   But that stopped?

Interviewee: Well, for right now. So that was actually through a company.

Interviewer   Oh.

Interviewee: At EPAM systems. I don't really understand what they do. They tried to explain it to me, but they just do tech related things and they're like a worldwide multi billion? Many monies company.

Interviewer   Big money.

Interviewee: And so they, as a part of their mission, they have outreach and you know, community programs that they do. And so they cold called us actually and-

Interviewer   Really?

Interviewee: Yeah. And I was like "Oh, that actually sounds kind of cool." 'Cause you know

sometimes you get the cold calls and you're like "No thank you."

Interviewer   Yeah. [crosstalk 00:03:54]

Interviewee: I don't want to promote your self published book or whatever. So this was

actually one that turned out well. And we did programming with them for two

years but they had some staff move on to other things so, it's kind of up in the

air right now whether or not they'll be returning.

Interviewer   That's okay. So, it's two years of the programming with Scratch and Scratch Jr?

Interviewee: Yeah. And this past year, it was actually really incredible. The company, they

developed like a syllabus almost. It was like each week you came in, because

they were having trouble in the first year figuring out how to run, when

everybody was at different skill levels, how to do it. So they printed out the

syllabus. It was really awesome and basically we put a sticker each week that the

child completed. So that way we would know where they were at on the skill

level. And so then they ran it kind of like an open lab and we just were there to

make sure that the computers weren't. I know a little bit about Scratch so I was

able to help here and there but I mean, the kids that we had in that program, in

some cases really advanced.

Interviewer   Wow.

Interviewee: And I was like, "You have to ask the programmers. I have no idea." Like even with

my moderate knowledge of the programming I was like "Uh, no. I don't know

that one."

Interviewer   [crosstalk 00:06:13]

Interviewee: Yeah. So that was a really cool program.

Interviewer   [crosstalk 00:06:15] Is that gonna come back or does it just end?

Interviewee: Like I said, it's up in the air. I hope they do. I think if they get more staff, like it

                was successful and they felt good about it. So I think that they would want to if

                they had the staff to bring it back. But I don't know how that works.

Interviewer   What do they get out of it?

Interviewee: They just like, budget a certain amount of hours that they want to do.

Interviewer   Oh, for the public.

Interviewee: Yeah. Like volunteer type stuff I guess. Like pro bono almost. Like pro bono

                programming services I suppose.

Interviewer   That's fantastic.

Interviewee: That was just a part of the thing. I think they do very well. Like they're an

                international company. So like, yeah.

Interviewer   Money to burn.

Interviewee: Yeah. Yeah. Exactly.

Interviewer   Okay. And what kinds of things do you use the Pads for?

Interviewee: Right now we're just using them for Minecraft Mondays.

Interviewer   Oh, [inaudible 00:07:00] guess you can use Minecraft on the IPad.

Interviewee: Yeah it's really challenging though. Like to play it on the IPad. Have you ever?

Interviewer   I've only ever done it on a computer.

Interviewee: It takes a lot of like, finagling. They really have to have their fine motor skills

down. Because some of the preschoolers, I like to make everything adaptable for

them 'cause I always plan a school age program and then I get preschoolers. Like

I did a whole series, when I was here like two years ago, about the global goals.

And then I had preschoolers show up. So I was like, how am I gonna teach

preschoolers about poverty?

Interviewer   Wow.

Interviewee: And I mean like, we're all adaptable so I figured it out. But yeah I was like,

"Here's some snacks and this other kid gets more snacks." And they were like

"Well, that's not fair." And I was like "Inequality."

Interviewer   That's genius.

Interviewee: Yeah. It worked. It worked. But it was not what I intended.

Interviewer   That is so genius.

Interviewee: Yeah. So with the Minecraft thing, you know we have a lot of the younger kids

who will come into that sometimes and-

Interviewer   Yeah.

Interviewee: Their hands aren't even big enough to hold the IPad the way that you need to. So

we have like building blocks and things like that, that I'm like "This is like real life

Minecraft!"

Interviewer   Right.

Interviewee: Like, "Do you buy it?" You know? So I think that's all what we're using them for

right now. But yeah, we've used them for the programming in the past and I use

them consistently for Minecraft. You know, my first go around in children's and now again.

Interviewer   How did you guys get them? Were they a grant?

Interviewee: I think they came out of our programming grant. Yeah. You know, it might even be more than 5 years that we've had them now 'cause I wasn't involved in the purchasing process. And even if I was, it would have been when I was only a library assistant so like I was still in library school, so.

Interviewer   [inaudible 00:08:55] Let's see. Do people ever ask you for advice on how to use devices with their kids?

Interviewee: I wouldn't say I've gotten any recently. Sometimes people will be like concerned about "Oh, how much screen time are they supposed to have?" You know and I'll be like "Oh, here's this research study. Take from that what you will." 'Cause I don't want to make them think that I'm like, "Well if it's more than this times then you're a bad parent or something." Like, you don't want to do that but you know, if I'm like "Here's what the research says." Then, I think we've even had them, I don't think we have any now but Patty has printed out things in the past about like, why writing is good for kids or like different research studies that we can just be like "Here." When they ask that question. But honestly, like since we got rid of the preschool computers I don't think we get that many. I think the number of questions we get has decreased.

Interviewer   What was the reason for getting rid of the preschool computers?

Interviewee: They were very loud. And granted, I mean some of the toys we have now are very loud too but they were the number one cause of fights.

Interviewer Really?

Interviewee: And screaming matches and like, kids not wanting to leave the library. Like, the preschoolers would come in and it was like a magnet. They would go right to them. They would come right around the door and go "Shh" right to it. And then the parents, I would see them all the time being like "Let's go read some books." And they didn't want to and so. I think, I don't know. I was kind of negative on them but some of the branches really love them. So it might be interesting to see from their perspectives because we sometimes get emails like, "Does anyone have these that they're not using? We'll take them."

Interviewer Really?

Interviewee: Yeah, from time to time we would. But I just think that the writing [inaudible 00:10:51]. It was causing a lot of stress. And I think that the cost didn't justify like the benefits. Do you know what I mean? It's been better since we got rid of them.

Interviewer That's good to know.

Interviewee: Yeah.

Interviewer Let's see. Do you have any programs or you said you sometimes give away research studies or suggestions related to?

Interviewee: Yeah. Periodically.

Interviewer	Do you have any kind of education for parents or for caregivers about kids and media?
Interviewee:	No. That'd be cool. Yeah. I think that's one way that we could improve is doing more like, parent info sessions and things like that. 'Cause right now all the program is focused on entertaining the kids or you know, some literacy benefit for the kids. Patty has done, that was more for teachers though. And I don't think it had anything to do with technology specifically. It was more like teachers were coming in and getting you know, some kind of, I don't even remember the specific topic but there were certain classes that Patty was teaching for teachers on like a monthly or bimonthly, or every other month basis. I can never remember bimonthly.
Interviewer	I can't remember that.
Interviewee:	Yeah.
Interviewer	One of them means twice a month and one means every other month.
Interviewee:	And it wasn't twice a month.
Interviewer	Yes. It was the other one.
Interviewee:	It was the other one.
Interviewer	Biannual. Yeah. I can't remember which one's which.
Interviewee:	Yeah.
Interviewer	Just say them really fast.
Interviewee:	I think bimonthly means every other month.
Interviewer	That sounds right.

Interviewee: I'll Google it later.

Interviewer   I don't know what would be twice monthly but maybe [inaudible 00:12:18].

Interviewee: Maybe not. Anyway. Every other month.

Interviewer   Right. That's what I meant. Let's see. Do parents tell you the kinds of devices their kids have or their kids use?

Interviewee: If they're asking about like electronic resources, we have the Tumble Books and Overdrive for the kids-

Interviewer   Oh.

Interviewee: I think that's the primary area where we get asked about it.

Interviewer   How do the kids access Tumble Books and Overdrive?

Interviewee: If they have Pads, those are a good way to do it. With Overdrive, you know they can do Kindles or Nooks or any kind of e-reader thing like that. But the Tumble Books is pretty visual so you need like that color tablet type thing. So I think if they had a Kindle Fire, it would work. That's my phone.

Interviewer   Oh.

Interviewee: But yeah. So I think periodically we'll get questions like that. Or if we make a reservation on the computers, sometimes we'll get a general questions like "Okay what do they do now?" "Well, it's a computer, you know, it can access the internet and you know." So, most of the time they want to play games on those so we'll be like, "Well have you gone to the Nick games? Or you know, PBS games? Or whatever?" And kind of like help them find a website. Or they know

what they're doing and they just go over and they pick roadblocks, you know?
'Cause that's like the most popular one.

Interviewer   Roadblocks?

Interviewee: Roadblocks?

Interviewer   I don't know that one.

Interviewee: It's kind of like a cheap Minecraft. Like you don't have to pay for it and you can create different mini games. So like, I've seen kids play everything from like, things that look kind of violent actually, to like just jumping around and painting things. I don't think open source is the right word. But people create different mini games with-

Interviewer   And you can play other people's games?

Interviewee: Yeah, yeah.

Interviewer   Oh wow.

Interviewee: And you can get in there and you know, it's kind of a craze. 'Cause Minecraft you have to pay $20 for. So if you don't have access to that, then Roadblocks is like your free alternative.

Interviewer   I'll have to try that one.

Interviewee: I think that the design is so ugly.

Interviewer   Oh really?

Interviewee: Yeah. 'Cause I play video games and even though I'm an adult right? I play Minecraft. I don't think it's just for kids. It's enjoyable for everybody. But Roadblocks I wouldn't touch with a ten foot pole.

Interviewer   Really?

Interviewee: It's so ugly. But they love it.

Interviewer   Let's see. Do you have any ideas about needs of parents in making decisions how to guide their children's use of media? Or do parents tell you anything they struggle with? I know you said you had trouble ripping them off the kid's computers.

Interviewee: I mean, but like they could be good. It's just that they were kind of like a thing. I think a lot of times it ends up being like a babysitter, right? Like if a parent is actively with their you know child or if a caregiver's actively with a child on a piece of technology and like guiding them through it, I think it's great. But like sometimes it's like "Oh, here. You go sit over and play on the computer and just click buttons randomly." I'm like "There's not getting anything out of that." So I think even just like a one sheet of just like, "Here are some activities that you could do together." I don't know, like if there's something that's fun for everybody. Yeah, well it's like reading stories. Like if you just throw a book at a kid and they are just like looking at it, like "Oh, what do I do?" "Okay well, let's walk through it together." Same thing with a computer or an IPad. Yeah, it would be great to have like a bookmark or one sheet of like, you know like talking about how much screen time per age group or-

Interviewer   [inaudible 00:16:14]

Interviewee: -yeah. Like different types of activities that we could just be like "Oh, here's something that you can do together to like start teaching your kid how to use

this resource." Right? Yeah, I think in a lot of cases it's just like "Oh, here's my phone like I don't want to deal with you right now."

Interviewer   In restaurants.

Interviewee: Yeah. And I totally get it like, I mean I'm not a parent so I don't know how hard that is but, yeah. It's like an active role. Teaching them how to have an active role in it could be good. Is that even remotely what the question was about?

Interviewer   Oh the question is do the parents tell you any struggles they have or issues they have with kids or questions they have? They may not.

Interviewee: Yeah. Nothing's coming to mind.

Interviewer   Okay. Are there specific resources that you recommend to parents?

Interviewee: I mean, Scratch is like the number one thing.

Interviewer   Is that free?

Interviewee: It's totally free. Yeah. 'Cause MIT and Lego created it together.

Interviewer   Oh really?

Interviewee: Yeah.

Interviewer   [inaudible 00:17:17] MIT.

Interviewee: Oh yeah. It's really awesome. It's incredible like teaching beginning programming and the junior version that you can put on Pads is great because it's all pictures based.

Interviewer   Oh.

Interviewee: So the preschoolers can use it.

Interviewer   Before they can read.

Interviewee: Before they can read.

Interviewer   Wow.

Interviewee: So they're learning programming and how it works before they can even read. And just about like getting their minds kind of working that way. Hour of code is another good free one?

Interviewer   H o u r?

Interviewee: Yeah. So like one hour and that's kind of like how it started. You know there's like an inspirational video with like you know, I think Barack Obama and Michelle Obama were in it like, "For one hour, if you learn to code, we'll change the world together." And it was like a whole thing. But honestly I just use those mini games whenever. Some of the kids would get bored of Scratch and they would be like "Hey, can we do something else?" And I'd be like "Yeah, you can do Hour of Code."

Interviewer   Yeah. That's funny.

Interviewee: And it's kind of like little mind puzzles. Like there's a Moana one. The Moana one is hard and the Frozen one is hard. I actually don't even think I ever actually successfully did the Frozen one.

Interviewer   That's funny.

Interviewee: 'Cause it's just a lot of math involved in it.

Interviewer   Oh.

Interviewee: That one's for older kids. But yeah, she was like skating around on a pond and it took me a few tries. And I don't think I actually ever got through the full lesson.

Interviewer   That's funny.

Interviewee: Yeah. But Hour of Code is also really good. And like in all honestly, Minecraft

                even though it's a game, I think that you can use it in a lot of really cool ways. So,

                you know the parents come to me and they're like "All my kid wants to do is play

                Minecraft." I'm like "There are worse things."

Interviewer   Oh yeah.

Interviewee: You know? Like, Fortnight.

Interviewer   That one's really big now?

Interviewee: It is but I don't think there's anything productive about it. Maybe resource

                management? I don't know.

Interviewer   That's funny.

Interviewee: Yeah. Or if the Hunger Games ever becomes a reality I guess. 'Cause that's kind

                of what it is. It's like an arena battle based game.

Interviewer   Oh. I didn't realize.

Interviewee: It actually is fun. Well yeah, it kind of is. So, yeah. They drop you into this big

                arena with a hundred people and slowly the ring shrinks. Like, there's a storm

                that comes and pushes you closer and closer together.

Interviewer   Oh.

Interviewee: Until one remains, right? But you're going around and you're finding different

                weapons, yes. But you can break down trees and things and collect resources

                that way when you do get into these big battles. The people who are really good

                at the game at the end are always building like these forts basically. That they

can like hole up in or building up so that way they're like in a sky fort. And the

people who are really good at the game are really good at both. Like being able

to do the first person shooter element of the game but also just being really

smart about how they build their little base at the end so yeah. It's a fun game.

Interviewer   That sounds fun. Yeah.

Interviewee: Yeah. I don't know if I would necessarily recommend that one though.

Interviewer   And do you guys recommend any resources to teach parents about how kids use

media? Or how they should use media?

Interviewee: I haven't.

Interviewer   [inaudible 00:20:28]

Interviewer   Or what questions do you have, information that would help you better advise

parents?

Interviewee: Yeah. Maybe. Just a refresh class of like

Interviewer   [inaudible 00:21:41] We could do it.

Interviewee: -yeah, like maybe a 2 or 3 hour thing like, or maybe not even that long. Like

maybe 2 hours of just like, updates.

Interviewer   Sure, yeah.

Interviewee: Yeah. This is going to sound really silly, but in my personal experience, there are

forms of gaming that are productive in my mind.

Interviewer   Yeah, yeah, yeah.

Interviewee: And there are forms of gaming where I'm just trying to kill time, right? So if I'm

just like in a time killing mood, I'll play something like Fortnight where I'm not

really paying attention. But if I'm in like a productive mood, I'll play a game that I pay more attention to the story and I'm kind of like, focused on that. And it's like an interactive story experience. So even in my own personal life, I'm like "Oh yeah, I can see that there's two different types of it." And it's not necessarily dependent on the time. 'Cause I could play 8 hours of Fortnight, oh maybe not that long. But several hours of Fortnight and I'd just completely wasted my life and gained no benefits from it. Or I could spend you know, those hours experiencing like a really cool story. That like I internalize and it's like, oh I go out and these characters are with me now. Like I don't know if you're into video games but Bioware is this company that creates like these incredible role playing games. And those stories are so good. They're better than like some movies or books that, seriously.

Interviewer   Wow. Is there any title I'd recognize?

Interviewee: Like Mass Effect? Have you heard of that?

Interviewer   No.

Interviewee: Oh my gosh. Mass Effect is this like amazing like space story. There's just the cool fact that you're on a spaceship going around but like, the characters are so cool. 'Cause in role playing games you play a main character and you can either very vaguely or very generally have them be like a good person or a bad person. But there's also like other things. Like you choose their dialogue options and you make choices too. So the world will change based on the choices that you make. And people will respond differently to you. So if you make a decision about one

of the species of aliens that negatively effects that species of aliens, they will

know you and they will talk to you like rudely because you mess with their

civilization, you know? It's so cool.

Interviewer   Are other people playing the aliens or are they characters in the game?

Interviewee: No, those are just characters.

Interviewer   Wow.

Interviewee: Yeah.

Interviewer   [inaudible 00:24:21] where you interact?

Interviewee: Yeah. Those games must take a while to do because like imagine, even just for

the voice actors, like they have to record all these different dialogue options.

Interviewer   I never even thought of that.

Interviewee: Yeah.

Interviewer   I guess it would have to be real people recording them, yeah?

Interviewee: Oh yeah.

Interviewer   Really?

Interviewee: Yeah, yeah. It's pretty incredible. And somebody has to write all those different

dialogue options and then somebody has to program it to make sense. Like after

you do something, different dialogue-

Interviewer   Comes up.

Interviewee: Comes up because it's based on what you've done. Right? So like if a planet was

destroyed, that planet can never be mentioned again in the rest of the game or it

has to be mentioned that it was destroyed? So then, all the programming has to

change. It's so cool. I think about it sometimes, just how intricate these games have to be. They take like years to create. Anyway. So those are things that I would consider like productive gaming.

Interviewer   Because it's actually something learning?

Interviewee: Yeah, exactly. So, yeah.

Interviewer   Let's see. Did you receive any training about anything related to families and electronic devices? Through the [name removed] Library or they have a lot of training programs, but.

Interviewee: Yeah. I could look back through, I have my documents of all the trainings I've taken.

Interviewer   That's pretty smart.

Interviewee: Yeah. Listen, you should turn them in when you get your review yearly. Like,

Interviewer   Oh.

Interviewee: I give them my whole list of all the trainings I've taken. Like, "Here. This is how much training I took this year."

Interviewer   Do you get to choose which ones you take?

Interviewee: Yeah. So I end up signing up for a lot of webinars 'cause I think that's just the primary way that we do things now. And then the [name removed] Library will schedule things from time to time but you know, that's all dependent on your schedule right? For a webinar, if I sign up for it and I can't go to it at that specific hour, they email you the link after.

Interviewer   Oh okay. Watch it after.

Interviewee: And that way I just watch them later. So right now I think I have a folder that has a few of them that I'm trying to catch up on. So I don't remember specifically what they were about but I know that I've taken like technology related webinars since you know, recently.

Interviewer   Do you know who in the [name removed] Library, if I wanted to find out the kind of training webinars they offer?

Interviewee: Yeah.

Interviewer   Who would coordinate that or?

Interviewee: Yeah, there's someone over in HR. I know who it used to be. But it's not her anymore.

Interviewer   [inaudible 00:27:05]

Interviewee: I don't know. Yeah. So there's somebody different doing it now. I could find that out for you and send it to you.

Interviewer   Okay. Any ideas or suggestions for what we in planning resources and programs for public libraries, particularly public libraries collaborating with other community organizations. Anything that could help you? Anything that you could come up with ?

Interviewee: I mean, I would just say that anything that you do, make sure that there's a passive way to do it and an active way to do it. Like a way that we could put it in programming and a way that we could just like sit it out and have it be.

Interviewer   I liked your one sheet idea. [crosstalk 00:27:36]

Interviewee: Yeah. Something like that.

Interviewer   That kind of thing would get used.

Interviewee: Yeah 'cause people will ask us, "Oh do you have any like parent resources?" Like just generally. Our parent teacher collection is pretty, it's significantly smaller than it used to be because we don't get asked for it as much.

Interviewer   Oh.

Interviewee: People just want to grab like, quick things. You know? Like they don't want to read a whole book. They just want to be like, "Can you just give me what I need to know?"

Interviewer   Yeah.

Interviewee: You know? So. That's why I kind of thought of something like that. I think that that would be really successful to put out. And the teachers would come in and take like a dozen of them I'm sure, "Oh, I'm going to give this out to all my students for their parents." You know.

Interviewer   Give everybody [inaudible 00:28:14].

Interviewee: Yeah. It'd be something good to take to school [inaudible 00:28:16]. [crosstalk 00:28:16]

Interviewer   Oh. What kind of [inaudible 00:28:18] do you guys do?

Interviewee: So, I think the children's department has like about 15 schools that we're responsible for. And so in a situation like now, where we're short staffed.

Interviewer   Oh you couldn't.

Interviewee: Yeah. We basically get to go drop off some of our reading materials and if someone asks us to come do classes, we try and incorporate that if we can. But

like, yeah. I'm experiencing this with the teen center too. Like where, I was one

person for so long that, and I had 18 schools that I'm responsible for.

Interviewer   Oh, my gosh. That's insane.

Interviewee: Yeah. It's literally just not even possible. I even think when we open up the new

space with three librarians it might not be possible.