Interviewer: Hi. Before we start the questions can you tell me a little bit about you and your

work and your background.

Interviewee: Yeah, I'm a children's librarian. I've been with the library system for 16 years

now. My primary area of expertise is early childhood. My biggest, I work with

children up through age 12 plus caregivers. The largest number of kids that I

have coming into the library here are birth to five. I'm a little on the younger side

of your age study. We do see some school age kids and see a lot of kids over the

summer as well.

Interviewer: Okay, thank you. For this project we'd like to know about the advice you may

provide to families about using various electronic devices and screen media. That

includes smart phones, TV's, laptops, iPad, ereaders, desk top computers and

also game consoles if that's something parents are interested in getting advice.

We want to know in what ways do you help parents or caregivers decisions

about their children with these type of devices.

Interviewee: It's not something that comes up a tremendous amount. For older kids I usually

have parents who are more concerned about their very young children. In that

five to 11 range sometimes questions like more about content of digital media,

what good websites are there for kids, where can they do research stuff. I do a

lot of referring to the Library's website and to the databases we have. That's pretty much the most that gets asked really.

Interviewer: Okay. Have you ever intentionally addressed this topic in ways like in programs or other activities?

Interviewee: Nothing recently. I've done a few programs in the past when I've worked with home schooling families about finding and evaluating digital media. We don't really have the set up to do programming around that here. It's not something that I've seen a lot of community interest in either.

Interviewer: The second question is when parents ask you questions about media use and the content about different types of media, have they mentioned about any kind of devices particularly?

Interviewee: Not really, no.

Interviewer: No?

Interviewee: No.

Interviewer: Okay, they don't, they usually ask about the contents, not the devices.

Interviewee: Yeah.

Interviewer: Okay, that's interesting. Do you think parents have the need when they ask you questions about this area, like, for example, do they need any advice about decision making about [inaudible 00:04:17]?

Interviewee: I think that they often need again more insight into content, how to work with their kids on navigating electronic content and figuring out especially things like what's reliable sources for homework projects and how to access that and what

the difference is between any old website that you could pull up through Google versus articles that we can get through different databases, that sort of thing. I think that's the biggest thing ...

Interviewer: The next question is are there any resources that you usually refer parents to, as you mentioned you refer them to the website of the Library. Are there any other resources you usually refer them to?

Interviewee: No, like I said before the Library's website and databases list. It's not a question that comes up a lot so it's not one that I've needed anything broader for.

Interviewer: That's fair enough. In your experience did parents bring up other resources they've consulted but they didn't know they were not sure if that's a good source or not?

Interviewee: No.

Interviewer: No, they don't. That's fine. Just now you mentioned you didn't see much community needs in this area. Can you elaborate a little bit?

Interviewee: Well, I guess more community demand. I haven't had people asking for it. Our particular neighborhood is very affluent and very highly educated. Most of the kids who come in have parents who have masters degrees or PhD's and have some of the educational background that they can really navigate through it themselves. It's not something where I've seen a lot of parents just kind of immediately thinking, like when they mention Wikipedia it's usually as a dismissal, like then there's Wikipedia, whatever or when I bring up databases quite often they're familiar with it already.

Interviewer: Okay, that's good yeah. Just one question, in this specific branch so in your daily work you are more engaged in children's programs. Have you ever, does [inaudible 00:08:14] family programs, like when kids and their parents come together?

Interviewee: We do some family programming, book clubs over the summer.

Interviewer: That's great. Let me see, do you think, because there's this notion that children's librarians and librarians as a media mentors for kids as well as families, can you tell me how do you think it is related to your role at the Library?

Interviewee: Well, we're information specialists. Our job is to help people access the information that they need and help them figure out how to find that on their own as well. That's where we come in is either we're finding the information and handing it to them or ideally we're guiding them through ways that they can find what they need themselves.

Interviewer: Just one more question, is there any kind of technology, screen media here in the children's room?

Interviewee: We have children's computers. We've got a library catalog computer and then two computers that kids can get on to access the internet or use different programs like Microsoft Word, that sort of thing.

Interviewer: Okay, good. Can you tell me usually how often do patrons like kids come here to use these computers?

Interviewee: At this branch not terribly often. Again, we're a very affluent neighborhood so most of the kids have electronics at home that they can use. They've either got

computers or tablets that they use at home. We have, I mean the computers are in use pretty much every day but not consistently throughout the day. Quite often it's being used to occupy time while they're in the library for the kids and not as, a "this is my only chance to use this" thing.

Interviewer: When the kids are here using the computers, do they ask any questions about the computer, how to use it, questions about the technology?

Interviewee: Again content questions. They want to know how to get to the website that they want or the games. Where are the games?

Interviewer: Of course, okay. Yeah, I think that's all of the question listed here. I'm really interested probably because of this neighborhood or the community served by this branch, probably you haven't seen much community demand on this type of things. Okay, interesting. I think that's all my questions. Thank you for your time.

Interviewee: You're welcome.