

IFLA Libraries for Children and Young Adults Section



Web 2.0 and Library Services for Young Adults: An Introduction for librarians

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Web 2.0 and Library Services for Young Adults: An Introduction for librarians

Prepared by: Ivan Chew

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Introduction

The document is an introduction for librarians new to Web 2.0 and Social Media, and who are interested in using publicly accessible social media tools to serve Young Adults in any types of libraries: public, school, special or academic.

The aim is for you—the practicing librarian--to understand and ultimately decide for yourself what is the best approach in using social media as part of your Young Adult service. This document does not dictate the best way to attract teens to your library (there is none!)

For each section, we will cover the "**What is it**" and "**How to use it**" so that you know "**Why use it**" and "**What to look out for in using it**". With the focus for practitioners, specific services are also elaborated.

Why Web 2.0 and Services to Young Adults?

Simply put, "Library 2.0" is Web 2.0 applied in the library context. In practice this usually means the library's use and/ or participation in social media platforms (blogs, wikis, photo/ video sharing sites etc.)

Web 2.0 tools tend to make a huge difference in the way we choose to collaborate with others. That is one reason why it is called "Social Media". For example, tools like Wikis and services like Google Docs allow many people (who are not IT experts, and who may be in different locations or countries) to co-edit webpages and documents if only a computer to access the Internet.

Because most do not require a fee to use, maintenance costs is usually negligible or non-existent (apart from the usual connectivity charges to access the Internet).

Web 2.0 tools can be a way for you to understand and hopefully participate in the social networks of your Young Adult community. It can also be a way to publicise and increase awareness of your library service, but we would suggest that your participation as a community user is key.

Young Adults are often the first to try out social media. They also tend to spend significant amount of time in such online networks. More are producing and publishing content online. With a good understanding of social media, librarians can play a proactive role in promoting Digital Literacy.

It is anyone's guess what would comprise as the most popular and relevant social networking site for teens. Certainly, not all the services and tools can be listed here. It may even be possible that none of your teen users may find any of the tools relevant for them.

Which is perhaps appropriate to quote this part from the **IFLA Guidelines for Library Services For Young Adults**¹:

“Each public library has a different community to serve and therefore different priorities and needs. Although special library services for young adults have not been well established in all countries, these guidelines are created in the belief that young adulthood is a unique life stage. Young adults are entitled to the same quality of library services offered for other age groups in the population. Wherever possible, the services should be developed in partnership with young adults themselves.”

Managing risks

The advantage of Web 2.0 services is that many of them are free to use. Or you may only need to pay a small fee to use additional services. But it also means that you do not have direct control over how the service and its policies are managed (e.g. the advertisements displayed on your page).

Another potential risk is that the service may be terminated or its terms modified without consulting or informing you. You need to consider if you need other ways to backup your content.

¹ IFLA Guidelines for Library Services For Young Adults. (2008). International Federation of Library Associations and Institutions. Retrieved December 27, 2008, from <http://www.ifla.org/VII/s10/index.htm#GuidelinesYA>.

Many of the social networking sites require you to login with your user account and passwords. Keep your passwords safe. If you intend to add other collaborators/ editors/ administrators to your social networking page, a good practice is to include them as individual user accounts rather than share your user account and password.

Web 2.0 may seem like having its own set of norms and culture. But generally, the rules and practices of good communication apply. Like the typical advice for managing email risks, never post anything on the Internet when you are angry! And you might as well assume there will be copies of your text, image, audio or video circulating online even long after you have removed the content.

Being "open" in Web 2.0 tends to mean adopting an attitude of sharing, taking time and effort explain and respond to comments often in a more personal way (as opposed to stiff and formal corporate statements). It also means being willing to publicly acknowledge your mistakes. However, the guidelines and policies of your professional body and/ or employer will always apply (e.g. professional conduct, public communication).

Remember: People do not get into trouble for using Web 2.0 per se. They get into trouble for their inappropriate actions and words.

Web 2.0 + you and your library

There is a tendency and expectation for users in social networks to be more personal and open. Certainly it is subjective how personal and open one can be. Perhaps a guiding principle for you is this: Use professional judgement and common sense. Much of how you relate to people in real life applies to your conduct in online social networks.

Starting a social networking site for your library (e.g. a blog, wiki, Facebook account) is like creating an additional channel for your users. Do consider how you intend to maintain and support that channel. For instance, posting new content, filtering or responding to comments and questions from users.

More pointers are at the Appendix section:

- Web 2.0 and Library 2.0, in brief
- The “Art of Social Networking”
- A suggested approach when adopting Web 2.0 tools

More about this document

This document can be read on its own, or as a supplement to the **IFLA Guidelines for Library Services for Young Adults** –

<<http://www.ifla.org/VII/s10/index.htm#GuidelinesYA>>

Some sections cover more a generic topic (e.g. Chat), as those particular services tend to share similar characteristics. For certain services that are being used widely (e.g. Facebook) we have chosen to highlight them in details because our intended readers are likely to have heard of them, and curiosity in those services might be greater. However, this does not mean an endorsement for any product or company.

Each section includes:

- A brief overview of the Web 2.0 tool/ services
- A list of services (if there is more than one service)
- Tips and considerations (if any) when choosing to use the service
- Examples of how libraries have used those services them, and/ or suggestions on how to use them in the context of library services to Young Adults

While we have tried to be as comprehensive in identifying "popular services", it may also be possible that some have been left out (or that we are simply unaware of it!) If so, do not hesitate to contact us and/ or the author.

Terminologies used in this document

These terms will be used interchangeably: "Web 2.0" and "Social Media", "Teens" and "Young Adults".

References and further readings (in English)

- IFLA Libraries for Children and Young Adult Section: Guidelines for Young Adult Services - <<http://www.ifla.org/VII/s10/index.htm#GuidelinesYA>>

- Musser, J., O'Reilly, T., & O'Reilly Radar Team. (2006, November). Web 2.0 Principles and Best Practices | Research Reports | O'Reilly Radar. O'Reilly Radar. Retrieved December 28, 2008, from <<http://radar.oreilly.com/research/web2-report.html>>.
- Not Their Parents' Online World . Articles . Children and Media . PBS Parents | PBS. (n.d.). PBS Parents. Retrieved December 28, 2008, from <<http://www.pbs.org/parents/childrenandmedia/article-teensandweb20.html>>.
- O'Reilly, T. (2005, September 30). What Is Web 2.0 | O'Reilly Media. O'Reilly. Retrieved December 28, 2008, from <<http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html>>.

Acknowledgments

Thanks to Isaak Kwok <<http://www.blogginglibrarian.com>> for contributing the section on "**Online Chat, Instant Messaging and Video-conferencing**". And to Preetam Rai <<http://www.preetamrai.com>> for writing on "**Google Docs**".

Upon reading my Facebook status update (where I wrote that I was drafting this document), Isaak immediately responded via Facebook with an offer his help. For Preetam, I requested for his expertise as an Education Technologist and trainer. He agreed immediately, and delivered his part (very appropriately) using the same Web 2.0 tool he was tasked to write about!

Their contribution illustrates the spirit of Web 2.0 in action.

Any editorial or factual errors are mine.

This document would not have existed if not for Dr. Ivanka Stricevic, Chair of the IFLA Literacy and Reading Section. She initiated the idea and convinced me why it should be done, and that it could be completed within the deadline. And speaking of deadlines, I also have to thank my Chair, Ingrid Bon, for pushing back the deadline for our own Section's newsletter, so that I can complete this!

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28 Dec 2008

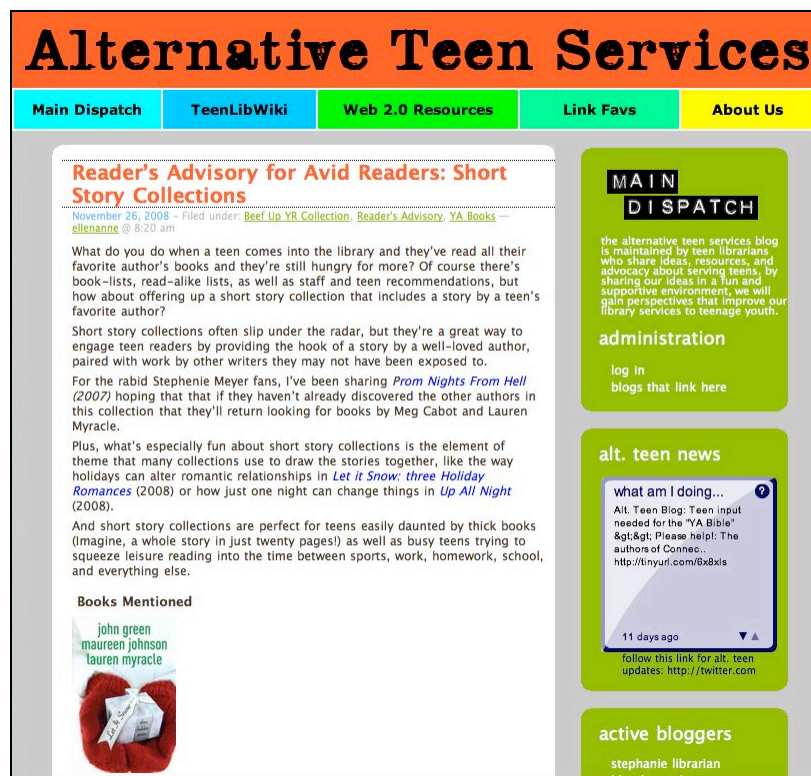
Singapore

Disclaimer

Given the nature of the Internet and Web 2.0 development, improvements and various changes constantly take place. The services and URLs, including descriptions of their terms of use, are correct as of 28 Dec 2008. Any institution or company mentioned here are for illustrative purposes only, and does not represent any endorsement by IFLA or any persons.

Blogs and Blogging

It is not necessarily true that you must have a blog in order to connect with your Young Adult community. If your teens have blogs, you can participate by reading and commenting in their blogs. That being said, it certainly helps that you--as a librarian serving Young Adults—have a blog, as some of your Young Adult users may want to know more about you and what your library has to offer.



The Alternative teen services blog is maintained by teen librarians who share ideas, resources, and advocacy about serving teens - <<http://www.yalibrarian.com>>.

General features of blogs

- They are online tools for users to publish content on the Internet.
- They allow an individual or a group of people to publish text, images, audio and videos online.
- Many features in the blog (e.g. RSS Feed, Comment, Archiving, design templates) are provided automatically. Users do not need to know how to code in HTML in order to manage or publish a blog.

- Many of those features can be turned on or off and/ or customised. For example, you can choose to set up private or public blog; whether to allow comments (moderated or unmoderated) or to turn off the comment feature.
- Some social networking services (e.g. MySpace) also provide a blogging tool as part of the service.

Some popular free blog services

- Blogger - <<http://www.blogger.com>>
- LiveJournal - <<http://www.livejournal.com>>
- Wordpress - <<http://www.wordpress.com>>
- Xanga - <<http://www.xanga.com>>

How to search for blogs

Increasingly, there is less distinction between a blog and a website. You may search for blogs the way you search for websites, by applying various search strategies using an Internet Search Engine. There are also some search engines for blogs, like the following:

- Bloglines - <<http://www.bloglines.com>>
- Google Blog Search - <<http://blogsearch.google.com>>
- IceRocket - <<http://blogs.icerocket.com>>
- Technorati - <<http://technorati.com>>

What do you need in order to blog?

You need a computer that is able to access the Internet.

Are there any costs associated with blogs?

Many of the popular services are free to use. Some services allow you to create as many blogs as you want with one user account. Some services may provide optional features for a fee, in addition to the free basic features (e.g. more data space, advanced customisation of the blog templates).

What else must you be aware in blogging?

Blog Responsibly - Blogging can be liberating. But before you start revealing your most intimate thoughts or complain about your co-worker or your boss in your blog, do

consider this: people get into trouble not because they blog (or use Facebook etc.); they get into trouble for speaking, writing and acting inappropriately.

Be sensitive - Some of your Young Adult bloggers might be shocked when they discover you reading their blogs or when they receive a comment from you. When leaving comments in their blog, do so in a friendly manner. Alternatively, you can email them privately if the topic is of a sensitive nature.

Read first; Write later - Successful authors start off as readers first. So before starting your very first blog, read other blogs!

It is about writing well – As with any popular writing, successful bloggers are those who write well, and not because they have a blog per se. Bloggers are expected to be conversational and informal in the way they write. The content may be serious but the style can be personal.

Simple & direct may be best – In choosing a name for your blog, you might want to use a simple name. At least something easily associated with your Young Adult service. Do include an About page in your blog. State your objective and aims. Put meaningful descriptions in your blog header.

Show the Face of the Librarian – It is best not to be a nameless librarian. It is acceptable to blog anonymously, even as a library blog. However, being an anonymous blogger presents some potential problems, e.g. your users may not know who you are and therefore you may not appear to be credible or authentic. People tend to read blogs because they identify with the bloggers. Teens probably do not wish to speak with a “Librarian” per se. They probably wish to speak with you, the Person.

Provide contacts; enable Comments – One main aim of your blog is to allow your Young Adult users to find you and your library. Make it easy for them to get in touch with you by including your contact address, email, phone etc. Allowing users to leave comments is also a good practice. A blog without a Comment feature is no different from a traditional website.

Respond and Participate, not Publish per se – There is nothing wrong with using a blog as a substitute for a website. But the idea behind Web 2.0 is that it is more than just Publishing. It is about Participation. Make time to respond to comments in your blog. Seek out your Young Adult users and engage in conversations with them in their blogs. You may also form a face-to-face community first, and then consider a social media tool to support that community.

Tigard Teen
Tigard Public Library's news, fun events, resources, and information for Teens.

FRIDAY, DECEMBER 26, 2008

Publish Your Personal Story

Be a Published Author!
SHARE YOUR STORY

Teen Health & Wellness
real life • real answers

The [Teen Health and Wellness](#) database is a fabulous resource for information about your body, mind and health. One of my favorite features is a section that publishes personal stories written by teens. You can read these stories [here](#), or [submit](#) your own story.

Posted by Lisa, Young Adult Librarian at 11:36 AM

Labels: [database](#), [health](#), [tidbit](#)

If you could text a question to a librarian, would you?

Yes
 No
 Maybe

[Show results](#)

Votes so far: 5
Days left to vote: 3

Contributors

- [Guest Contributors](#)
- [Anna, Youth Services Librarian](#)
- [Lisa, Young Adult Librarian](#)

Teen Links

- [Volunteering at TPL](#)

A blog from Tigard Public Library, USA. This blog post informs its readers of an information resource and also encourages teens to participate in publishing their personal story - <http://tpltigardteen.blogspot.com/2008/12/publish-your-personal-story.html>.

A selection of teen library service blogs

- Alternative Teens Service - <http://www.yalibrarian.com>
- Bartlesville Public Library Staff's blog for teens - <http://www.bartlesville.lib.ok.us/blog/teens>
- Tigard Public Library's Tigard Teens - <http://tpltigardteen.blogspot.com>
- Westport Public Library Teens blog - <http://www.westportlibrary.org/teenblog/index.html>
- Y.O! (National Library Board Singapore Teens blog) - <http://blogs.nlb.gov.sg/yo>

Blogs + Librarians and Teens services

Create your own professional blog. Use it to connect with your teen volunteers and also potential teen library users. Announce your teens services and activities in your library. Better yet, give your readers insights on what goes into making your activity happen, e.g. meetings with your volunteers, photos of the preparation work, and the event itself.

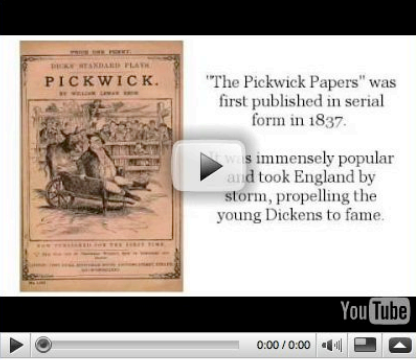
Find and read blogs by your teen users. There may be avid readers who are writing about books and their favourite authors. Add them to your blog roll. Or leave meaningful comments in the blogs of teens who may not know about the services your library has to offer to them. But remember, blogging is more about engaging in conversations and building up rapport—not necessarily just marketing and publicity.

If you have a Teens Reading Club, get them to create a blog. Have them use that blog to publicise their club activities. Also, connect with other teen reading clubs all over the world!

Apart from using a blog to promoting your library collections, make blog interesting by including posts about useful sites and resources that would interest your Young Adult users, e.g. Music, Fashion, and Celebrities. Allow people to suggest more useful sites by leaving comments in the blog.

Invite your Young Adult users to submit their thoughts, ideas, opinions, reviews etc. Create a blog to publish what they submit to you. Recruit a group of teens to help you manage the blog.

Gather a group of like-minded Young Adult services librarians. Start a blog. Write and share information and opinions about professional issues; blog your ideas on promoting and implementing teen services and programmes; share your success stories and learning points.

<p>WILTWTR: THE PICKWICK PAPERS BY CHARLES DICKENS</p> <p>The submissions for What I'd Like the World to Read (or WILTWTR) have been flowing in from teens.</p> <p>This is what they want you to read.</p> <p>So take a look at their work below (click on the link if the video/slideshow doesn't load), and leave a comment here if you liked it.</p> <p>Do you agree or disagree with their choices?</p> <p>A cute video done by Felicia, one of regular contributors. The Pickwick Papers is a perennial classic, and has apparently been adapted for film no less than 3 times (I learnt that from Felicia's video!)</p>  <p>If there's a book you really really really love (or just love), submit your entry for WILTWTR to share it with the world. Submission guidelines here.</p> <p>Posted by: Lynn Koh Associate Librarian, Young People's Services</p>	<p>SEARCH</p> <input type="text"/> <input type="button" value="Go"/>
	<p>RECENT POSTS</p> <p>WILTWTR: True Singapore Ghost Stories 7 by Russell Lee</p> <p>WILTWTR: Recommendations from Kimyong</p> <p>WILTWTR: Recommendations from Kung Yin</p> <p>WILTWTR: Cry No More by Linda Howard and Everything's Eventual by Stephen King</p> <p>WILTWTR: Ghost of a Chance by Laura Peyton Roberts and Forever in Blue by Ann Brashares</p>

Blog posts can easily include images, audio and videos. This teens blog by the Public Library Singapore has a book recommendation of a classic novel, submitted by teens as a video -

<<http://blogs.nlb.gov.sg/yo/what-id-like-the-world-to-read/wiltwtr-the-pickwick-papers-by-charles-dickens>>.

Further readings and references (in English)

- Common Craft. (2007, November 29). YouTube - Blogs in Plain English. Retrieved December 28, 2008, from <<http://www.youtube.com/watch?v=NN2I1pWXjXI>>.
- Blogs for Teens - Library Success: A Best Practices Wiki. (2008, November 6). Library Success: A Best Practices Wiki. Retrieved December 28, 2008, from <http://www.libsuccess.org/index.php?title=Blogs_for_Teens>.
- Blog - Wikipedia, the free encyclopedia. (2008, December 17). Wikipedia. Retrieved December 28, 2008, from <<http://en.wikipedia.org/wiki/Blog>>.

Online Chat, Instant Messaging and Video-conferencing

Just like how we use telephones or mobile phones to speak with each other instantly, there are many free and well-established software and web-based services that allow users to converse with each other at the same time, through the Internet.

We will refer to Chat and Instant Messaging (IM) to mean the same thing.

General features of Chat and Video-conferencing

- Users can communicate with other users real-time, over the Internet.
- Communication is either through text, audio, video, or a combination.
- Some services include file sharing, transferring of files.

General steps in using Chat

- You will need to download one of the Chat clients and install them on your computer.
- In order to see whether your friends are online, you will need to add them to your Chat client.
- Once that is done, you will be able to see which friends are online and can then chat with them.
- You can also decide whether to accept invitations from people that you might not know to be Chat friends.

What do you need in order to use Chat?

You need a computer with an Internet connection. A broadband Internet connection is usually required for video-chat, as that requires a higher bandwidth.

Are there any costs associated with using Chat softwares?

Other than your usual Internet connection charges, most Chat software and services are free to use.

What else must you be aware in using Chat?

Your organisation's IT policy may or may not allow Chat softwares to be installed on

your work computers. You may wish to check with your IT support staff. Alternatively, there are services that do not require you to install anything. See the section below on *"If you cannot or are not allowed to install software on your computer"*.

Be careful of who you choose to add to your contact list, especially who you choose to accept files online. Malicious Trojans, computer viruses and other harmful files transferred through the Chat software could infect your computer or your network. Where in doubt, do discuss with your IT support colleagues.

If you are worried that having a Chat service means setting up unrealistic expectations that your service is "24 hours, 7 days a week", it does not have to be so. Just like having a telephone does not mean you constantly have to use the phone, the same applies to Chat. What is important is for you to indicate your service availability and/or policy clearly.

Software and Services

The list of free Chat software (i.e. installation required) includes:

- AIM (or AOL Messenger) – <<http://aim.com>>
- Google Talk –<<http://www.google.com/talk>>
- ICQ – <<http://icq.com>>
- MSN Messenger – <<http://get.live.com/messenger>>
- Skype – <<http://www.skype.com>>
- Yahoo! Messenger – <<http://messenger.yahoo.com>>

In addition, there are other Chat applications that allows you to chat on multiple services instead of having to install separate clients (i.e. one software allows you to chat with people using different chat clients):

- Adium (Mac-only application) – <<http://www.adiumx.com>>
- Digsby – <<http://www.digsby.com>>
- Miranda IM (Open Source) – <<http://www.miranda-im.org>>
- Pidgin – <<http://www.pidgin.im>>
- Trillian – <<http://www.ceruleanstudios.com>>

If you cannot, or are not allowed, to install software on your computer

Your library may understandably have some restrictions imposed on software installations. If so, you can try using these web-based messaging services:

- eBuddy – <<http://www.ebuddy.com>>
- I LoveIM – <<http://www.iloveim.com>>
- Kool IM – <<http://www.koolim.com>>
- Meebo – <<http://www.meebo.com>>
- MSN Web Messenger – <<http://webmessenger.msn.com>>
- Tokbox – <<http://www.tokbox.com>>
- Yahoo! Web Messenger – <<http://webmessenger.yahoo.com>>

Chat, Video-conferencing + Librarians and Teens services

Organise and facilitate an online Chat discussion or debate, for teens, between libraries in different locations. Or even in different countries. This can be an excellent way for your teen users to connect with their peers and engage in meaningful conversations.



An online chat event for teens between libraries in Germany and Singapore -
<<http://blogs.nlb.gov.sg/yo/library-gossip/teen-online-chat>>

Some libraries, particularly academic libraries, are using Chat as an additional channel for their users to submit and receive enquiries. Some libraries have embedded a Chat Box (e.g. Meebo) in their library websites. This allows their users to send a Chat message through their library website. Here is a list of libraries using Chat for their reference service:

<http://www.libsuccess.org/index.php?title=Libraries_Using_IM_Reference>

If you plan to conduct a Chat discussion with a library in a different time zone, try using a service like “Timezone Converter” <<http://www.timezoneconverter.com>>. This helps avoid both sides from getting confused about the dates and times and missing the chat!

Further readings and references (in English)

- McDowell, M., & Householder, A. (2007, June 6). US-CERT Cyber Security Tip ST04-011 -- Using Instant Messaging and Chat Rooms Safely. US-CERT. Retrieved December 28, 2008, from <<http://www.us-cert.gov/cas/tips/ST04-011.html>>.
- Open Directory - Computers: Internet: Chat: Instant Messaging. (2008, December 17). DMOZ Open Directory Project. Retrieved December 28, 2008, from <http://www.dmoz.org/Computers/Internet/Chat/Instant_Messaging>.
- Schmidt, A. (2006, November 2). IM talking points | walking paper. Walking Paper. Retrieved December 28, 2008, from <<http://www.walkingpaper.org/358>>.
- Stephens, M. (2006, April 20). Tame The Web: Libraries and Technology: An IM Reference Report. Tame The Web: Libraries and Technology. Retrieved December 28, 2008, from <http://tametheweb.com/2006/04/an_im_reference_report.html>.

Creative Commons (creativecommons.org)

There is a growing number of people who chose to release their works under the Creative Commons license. Your teen patrons are likely to be interested in obtaining music, pictures, videos etc. for their personal use or for their school assignments.

You will be in a better position to advise your patrons by knowing more about how CC licensed works can be found, used, and credited.

What is Creative Commons?



“Creative Commons licenses are not an alternative to copyright. They work alongside copyright, so you can modify your copyright terms to best suit your needs. We’ve collaborated with intellectual property experts all around the world to ensure that our licenses work globally.”²

The concept of Creative Commons (or commonly referred to as CC) can be explained as follows:

- CC is not an alternative to Copyright, but a complement. It is not about losing one’s copyright, but reinforcing it by explicitly stating the permissions of use.
- It is a systematic way of stating the terms of use right at the start. CC aims to clear any ambiguities in the use of your work.
- Traditional copyright implies that permission is not granted until it is sought and given by the owner. With CC, the creator explicitly gives the permission and the conditions that have to be met.
- CC licenses are particularly relevant for content creators who wish to share their works for free, under certain conditions.

² What is CC? - Creative Commons. (n.d.). Creative Commons. Retrieved December 28, 2008, from <<http://creativecommons.org/about/what-is-cc>>.

CC aims to be an easier way for people to signal how they wish their works to be shared and used. Copyright (as we know it today) offers “more protection” than what most creators need when they wish to share their works on the Internet³.

CC makes the "legal language" understandable in terms of the local context and/ or language. You may be able to find a CC license that has already “ported”, i.e. linguistically translated and legally adapted, to your own country. See <http://creativecommons.org/international>.

Basically, CC provides:

1. A "human-readable" summary, i.e. expresses the legal terms in a way that most people can understand them. For example:
<<http://creativecommons.org/licenses/by-nc-nd/3.0/>>.
2. A full "Legal Code" code, i.e. the terms expressed in full legal documentation. Here is the full legal code for the same example above
<<http://creativecommons.org/licenses/by-nc-nd/3.0/legalcode>>.
3. A "computer-readable code", which is the HTML code. Any one can generate the HTML codes, for their choice of CC license, to be incorporated into their blogs or website. Embedding this code on the site allows search engines to identify and index your page as CC-licensed content. This page allows you to generate the appropriate codes by following a few simple steps:
<<http://creativecommons.org/license/>>.

The four basic elements in CC are: **Attribution, Non-Commercial, Share-Alike, No-derivative**. This page has a detailed explanation on what those licenses mean:
<<http://creativecommons.org/about/licenses>>

Creative Commons Search

BETA

- Search only for **Creative Commons** licensed content
- Find content I can use for commercial purposes
- Find content I can modify, adapt, or build upon



Tip: This special Yahoo! Search finds pages that have content with a Creative Commons license. [Learn more...](#)

³ vaXzine. (2006, July 30). YouTube - Prof. Lawrence Lessig Explains Creative Commons Licensing. Retrieved December 28, 2008, from <http://www.youtube.com/watch?v=AWxyx5iYdvI>.

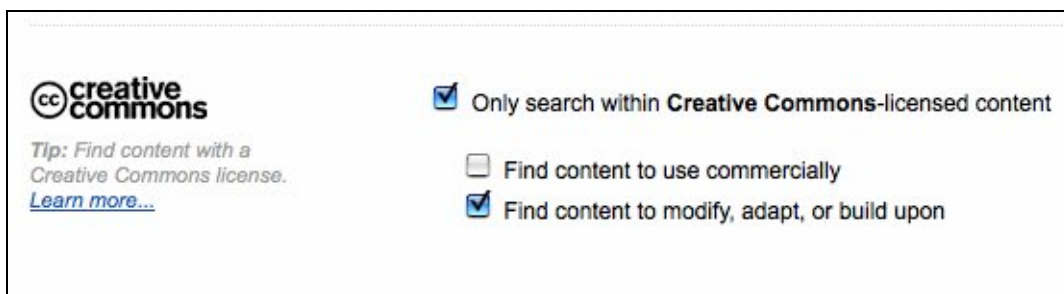
Yahoo! Advanced Search page allows you to limit your search results to CC-licensed works – <<http://search.yahoo.com/web/advanced>>.



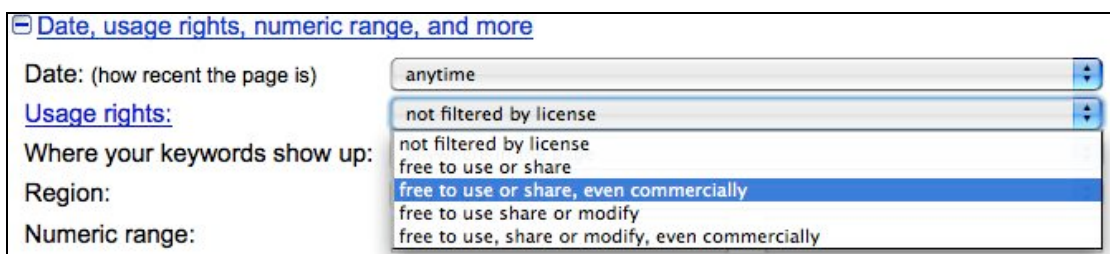
Search for works licensed under Creative Commons through the Creative Commons website - <<http://search.creativecommons.org>>.

Some ways to search for Creative Commons licensed works:

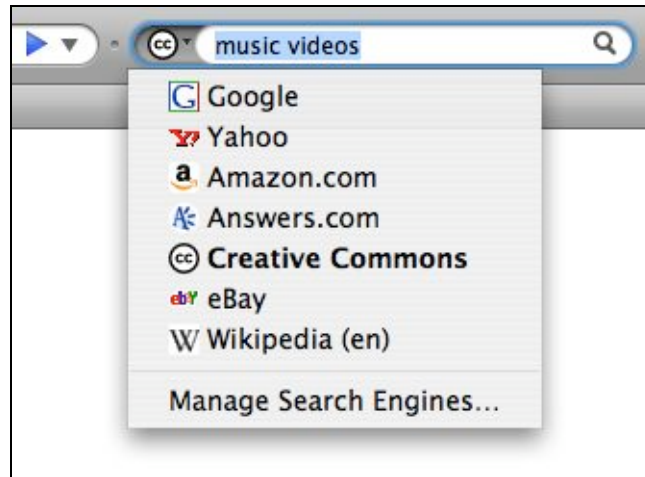
- Creative Commons - <<http://search.creativecommons.org>>
- Flickr Advanced Search - <<http://flickr.com/search/advanced>>
- Google's Advanced Search option - <http://www.google.com/advanced_search>
- Yahoo! Advanced Search - <<http://search.yahoo.com/web/advanced>>



You can search for CC-licensed works within Flickr, from the Flickr Advanced Search page - <<http://flickr.com/search/advanced>>.



At the Google Advanced Search page, select the “Usage rights” option for works licensed under CC - <http://www.google.com/advanced_search>.



A Web browser like Firefox has a built-in search option to limit Internet searches to CC-licensed works - <<http://www.mozilla.com>>.

Are there any costs associated with adopting CC licenses, or using works released under CC licenses?

No, it does not cost anything to adopt CC licenses.

In using CC-licensed works, if you are able to satisfy all the terms stated for the particular CC-license, you would be able to use the works without payment. The key word here is "all the terms stated". For example, some creators specify a "non-commercial" requirement. If you wish to use the work for commercial purposes, you need to contact the creator for further discussions.

What else must you be aware of when licensing your work under Creative Commons?

You need to have the rights to the work, or permission, in order to distribute it under a CC license (e.g. you cannot take another person's work without permission, and claim it as your own by releasing it under a CC license).

CC cannot ensure that people will credit your work. Anything you make available online can potentially be downloaded and distributed without your knowledge. CC merely makes it clearer how others can, and should, use your work.

What must you be aware of when using CC-licensed works?

If you are using CC licensed works, you need to follow the terms of use. All CC

licenses require users to "attribute" the creator, i.e. acknowledge and credit them. Some CC licenses have variations (e.g. non-commercial use only). If the stated terms do not fit your requirements, you can always contact the owner to discuss or obtain specific permissions.

Creative Commons + Librarians and Teens services

You can adopt a CC license for your subject resource guide, and publish the guide on your blog or website. Explain what is the CC license you have chosen, so that your users understand the terms and conditions of use. That way, you encourage your users to share and distribute (and promote) the library resources.

Compile a list of CC-licensed sources and materials. Advise teens how they can give proper acknowledge of CC licensed works. Let them know how they can legally and confidently use and/ or distribute such materials.

Your teen patrons may be actively producing music, art, and writings. And they may already be sharing their works online. Organise a workshop that combines a talk on Creative Commons. Advise them on how to reinforce their intellectual property rights when sharing their music.

Start a library blog to feature your Teens' creative works. Apply a Creative Commons license as way of reinforcing their copyright.

Examples of libraries and cultural institutions who have adopted CC licenses for their collections

- Isabella Steward Gardner Museum (Music Library) -
<<http://www.gardnermuseum.org/music/podcast/theconcert.asp>>
- Nebraska Library Commission -
<http://www.nlc.state.ne.us/blogs/NLC/2008/02/nlc_tries_creative_commons_1.html>
- Public Library of Science - <<http://www.plos.org>> (see also:
<<http://creativecommons.org/weblog/entry/7038>>
- University of Michigan - <<http://www.lib.umich.edu/creativecommons>>

References and further readings (in English):

- Get Creative by ccommons -- Revver Online Video Sharing Network. (2006, October 31). . Retrieved December 28, 2008, from <<http://revver.com/video/90062/get-creative>>.
- Howitworks Comic1 - CC Wiki. (2007, July 13). Creative Commons Wiki. Retrieved December 28, 2008, from <http://wiki.creativecommons.org/Howitworks_Comic1>.

FaceBook (www.facebook.com)

Commonly referred to as a "Social Networking Site", Facebook.com is a service that allows users to:

- Share their profiles online and be found by other Facebook users.
- Add themselves to other users' "Friends" network, and invite others to be added as their "Friends".
- Search for other Facebook users to add as "Friends".
- Read updates on recent activities by their "Friends" in Facebook (e.g. status updates, groups that they recently joined, new Friends added).
- Join other Facebook communities (called Facebook Groups), as well as start their own.
- Allow users to post content (e.g. photos, videos, music) to their own pages, communities/ groups, or as comments.
- Add various applications within Facebook, ranging from games to applications (built-in email, brief status update message, photos, videos etc.)

There is a vibrant Facebook Developers Network <<http://developers.facebook.com>> where third-party developers can create various Facebook applications to be used by Facebook users. These applications range from those that are purely for entertainment (e.g. games) to tools like music players. It should be noted that Facebook itself does not necessarily endorse those third-party applications.



Users in your network can stay informed of your status, and they can choose to respond by posting replies - <<http://www.facebook.com>>.

What do you need in order to use Facebook?

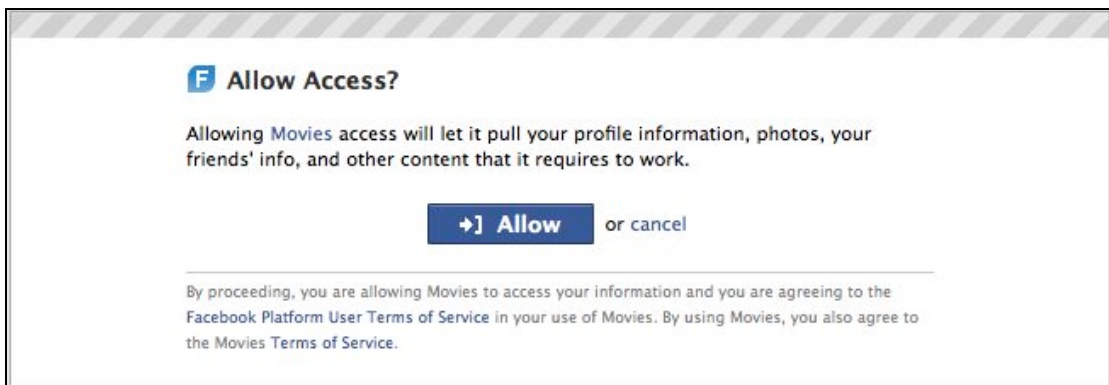
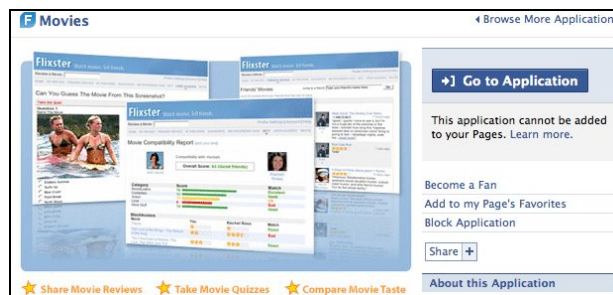
You need a computer that can access the Internet.

Are there any costs associated with using Facebook?

It is free to join and use Facebook.

What else must you be aware in using Facebook?

When you "add an application" in Facebook, you usually have to allow that application to access your Facebook profile information, possibly your Facebook Friends' information and other content that it requires to work. You would have to grant the necessary permission (at a click of a button). As mentioned, many of these Facebook applications are developed by third-parties.



When you add a Facebook application, you are typically required to allow the application access to your profile information, including the profile information of Facebook users in your "Friends" network - <www.facebook.com>.

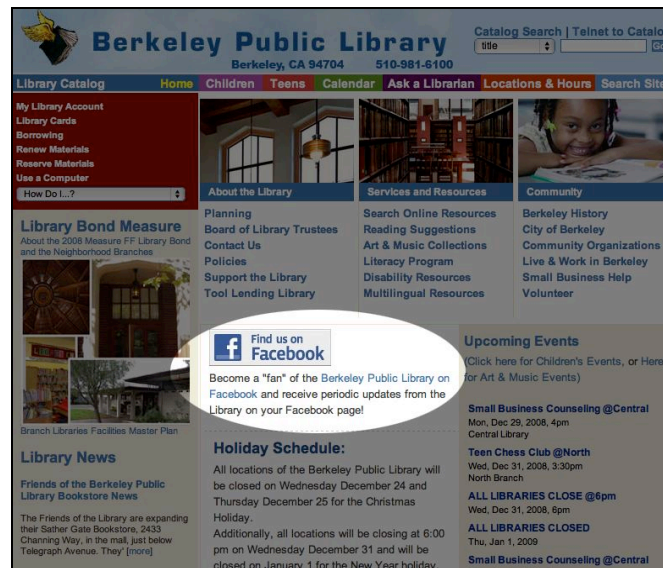
As with any social networking site, there are varying levels of concerns about data and personal privacy issues. The concerns could be from teens, parents or employers. While there are no hard answers to this, preparing and communicating your library's usage/service policy may be a way to address, or at least discuss, those concerns.

Some libraries and library-related Facebook pages/ applications

- Delray Beach Public Library Teens Facebook page-
<<http://www.facebook.com/pages/Delray-Beach-Public-Library-Teens/34221738893>>
- Facebook Apps For Libraries -
<<http://www.facebook.com/group.php?gid=2469777131>>
- New York Public Library Facebook page -
<<http://www.facebook.com/pages/New-York-NY/The-New-York-Public-Library/21557622350>>
- WorldCat - Facebook Apps For Libraries -
<<http://www.facebook.com/group.php?gid=2469777131>>

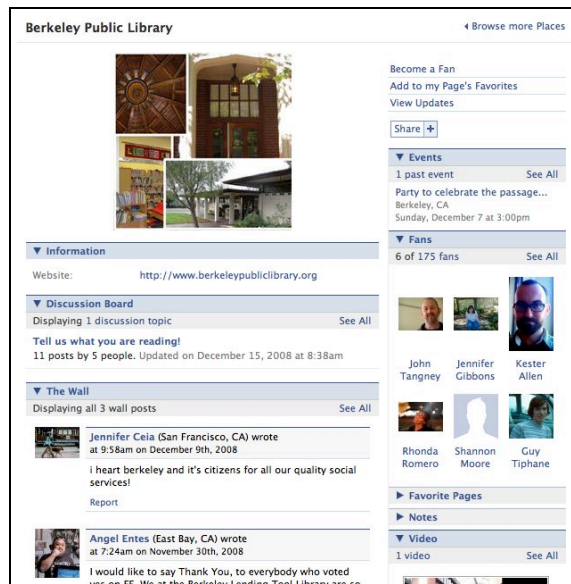
Facebook + Librarians and Teens services

Your library could start a Facebook Group for your Young Adult Reading Club, or a "Reading Fan Club" group.



Berkeley Public Library has included a link from their library website to their Facebook profile page -

<<http://www.berkeleypubliclibrary.org>>.



Berkeley Public Library's Facebook page profile - <<http://www.facebook.com/pages/Berkeley-Public-Library/33672625913>>.

You can start a Facebook page for your Teens service. Share your library profile (or even your professional profile) with their Young Adult users. If nothing else, your Facebook profile is another channel for your teen users (who may already be in Facebook) to connect with you.

Get a teen volunteer to help you maintain the group. You can give access to your volunteers to maintain the page. Use your Facebook group to send regular alerts to group members (it works like a mailing list). Photos, videos, short text updates can be posted to the group page.

Further readings and references (in English)

- Facebook - Wikipedia, the free encyclopedia. (2008, December 19). Wikipedia. Retrieved December 28, 2008, from <<http://en.wikipedia.org/wiki/Facebook>>.

Flickr (www.flickr.com)

No, it is not a misspelling! This service (owned by Yahoo!) is pronounced as "flicker" but spelled without the letter "E". It is also a social networking site, as it has features that facilitate social networking among its users.

Features of Flickr

- Users can upload their images from their computer, to be hosted on the Flickr site. The basic account is free and has a monthly storage limit. Users can choose to pay a fee for added services (e.g. uploading short videos).
- Users can organise their images by adding titles, descriptions, Tags, creating "photo sets". They can also edit the uploaded images within the Flickr website itself (i.e. without the need for any image editing software on their computers).
- Allow others to embed/ blog/ comment/ tag their images.
- Specify who can view the images by setting the privacy levels and types of permissions (e.g. allow or disable downloads).
- Users can also choose either the "traditional" copyright license or Creative Commons.
- There are social networking features like sharing one's profile; adding other users as contacts; posting comments or adding Notes to other users' images; receiving updates of what other contacts have posted; contacting other users by sending them emails via Flickr; creating groups and joining other Flickr communities.

What do you need in order to use Flickr?

You need a computer that can access the Internet.

Are there any costs associated with Flickr?

The free basic account has limits on how much you can upload per month (100MB) and how many photos you can show at one time (200). Users can also upgrade to a "pro account", which expands those limits. More information can be found at the Flickr website.

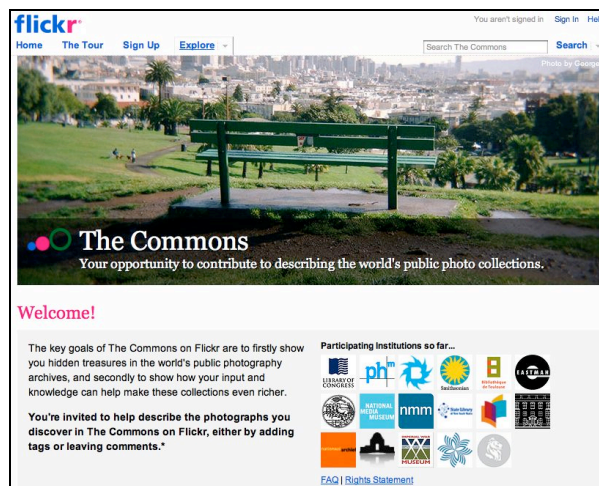
What else must you be aware in using Flickr?

Different Flickr users adopt different ways when licensing their photos (e.g. "All Rights Reserved" or variants of Creative Commons). Do check the terms of use for the images being shared on Flickr. Where in doubt, you should contact the owners.



Library-related projects in Flickr

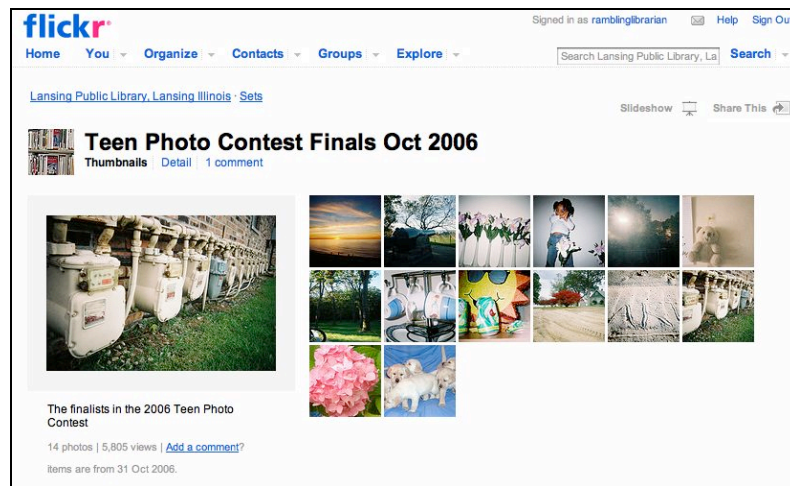
- Library of Congress (including other cultural institutions) -
<<http://flickr.com/commons>>
- National Library Board, Singapore -
<<http://www.flickr.com/photos/snapsq/sets>>
- PictureAustralia - <<http://www.flickr.com/groups/re-pictureaustralia>> (see also:
<<http://www.pictureaustralia.org/contribute/participants/Flickr.html>>)
- State Library of New South Wales (Australia) -
<<http://flickr.com/photos/statelibraryofnsw>>



The Commons was launched on January 16 2008, when Flickr released their pilot project in partnership with The Library of Congress.

Flickr + Librarians and Teens services

Organise a photo contest for your teens. Upload the photos to Flickr and encourage other teens to comment on the photos. The most number of comments or views wins!



Lansing Public Library's Flickr photoset, showcasing their 2006 Teen Photo Contest Finals - <
<http://www.flickr.com/photos/lansinglibrary/sets/72157594354658935>>.

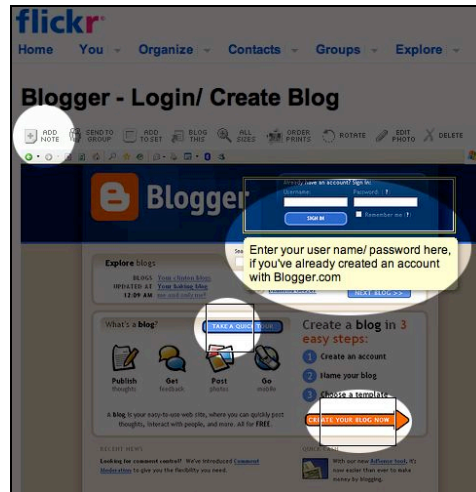
Your teens can tell a story using pictures. Upload a picture to Flickr, and write a short story as part of the description. Or create a series of picture stories.

Upload and share photos of your Young Adult programmes and activities on Flickr. Then embed the images on your blog or website.

Use Flickr to supplement your instructional materials or courses. For example, you may wish to show your Young Adult users the parts of a book (e.g. the Call No., the Glossary, where to look for the ISBN). You can take the appropriate photos, upload to Flickr and add Notes to the image.

Do the same thing if you are conducting a Digital Literacy class (e.g. add Notes to a screenshot and tell users how to navigate the website). Here is an example:

<<http://flickr.com/photos/ramblinglibrarian/285698135>>.



In this example, a static image can be made more self-explanatory by using the Flickr Notes feature - <<http://flickr.com/photos/ramblinglibrarian/285698135>>.

Some examples of teen libraries in Flickr

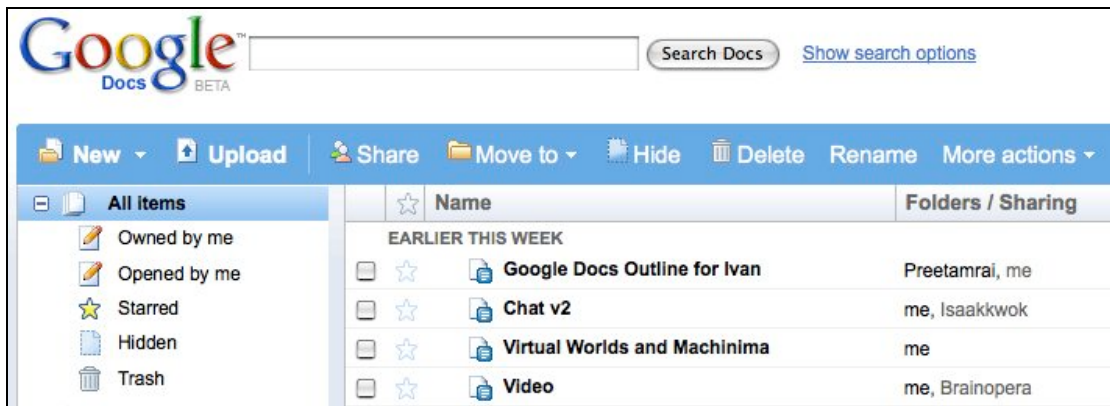
- Lansing Public Library (Teen Photo Contest Finals Oct 2006) - <<http://www.flickr.com/photos/lansinglibrary/sets/72157594354658935>>
- Library Success Best Practices wiki (A list of Flickr spaces for Teens) - <http://www.libsuccess.org/index.php?title=Flickr_for_library_Teens>
- Nelson County Public Library Young Adult group - <<http://www.flickr.com/photos/yazoo>>

Further readings and references (in English)

- Rai, P. (2005, January 24). Preetam Rai » Blog Archive » Using Flickr. Preetam Rai. Retrieved December 28, 2008, from <<http://preetamrai.com/weblog/archives/2005/01/24/using-flickr>>.
- Wild Apricot Blog: Top 10 easy-to-use photo sharing websites and slideshow tools for your nonprofit photos. (2007, December 13). Wild Apricot. Retrieved December 28, 2008, from <<http://www.wildapricot.com/blogs/newsblog/archive/2007/12/13/top-10-slideshow-tools.aspx>>.
- Wild Apricot Blog: Five Ways Nonprofits Can Use Flickr to Reach New Audiences. (2007, April 20). Wild Apricot. Retrieved December 28, 2008, from <<http://www.wildapricot.com/blogs/newsblog/archive/2007/04/20/five-ways-non-profits-can-use-flickr-to-reach-new-audiences.aspx>>.

Google Docs (docs.google.com)

Google has created a suite of online tools that helps users create documents, presentations and spreadsheets online. Collectively these tools are called Google Docs <<https://docs.google.com>>



This is how the main Google Docs page might look like - <<https://docs.google.com>>.

You can create, save, access and work on documents either on your own or with others—without the need for software to be installed in your computer. It enables you to work from any computer with an Internet connection, without carrying your documents with you.

Features of Google Docs

- Users can create documents, presentations, and spreadsheets.
- Users can import an existing Word, Excel or PowerPoint file to start editing it individually or with a team.
- Documents can be downloaded in multiple formats such as Word, Excel, PowerPoint or PDF. They can also be sent as email attachments.
- Documents can be published online as a view-only copy. Viewers can only read the document but they cannot edit it.
- Users can also allow specific individuals to edit the documents. Different levels of access can be given and modified. Editors are able to track changes and edits to the documents.
- Messages can be sent to collaborators of the document. This is useful as a way to discuss and track the progress of the editing.

What do you need in order to use Google Docs?

You must have an Internet connection, as the documents reside on Google's servers. It is best to use an updated web browser. Download the latest version of your favourite browser -- Internet Explorer, Safari and Firefox works well with Google Documents. More details on system requirements are here
<<http://docs.google.com/support/bin/answer.py?answer=37560&cbid=1bdm0nqv3yna5&src=cb&lev=answer>>

Are there any costs associated with Google Docs?

The Google Docs service is free. Users can create any numbers of documents. But be mindful of the Internet connection costs if your collaborators are using Internet from a paid terminal.

What else must you be aware in using Google Docs?

The documents are stored on Google's server. Your documents are only visible to you and the collaborators you have set up. But some organisations have very strict data storage policies and they may not allow you to save certain sensitive documents on some other server.

What is the difference between a Wiki and Google Docs?

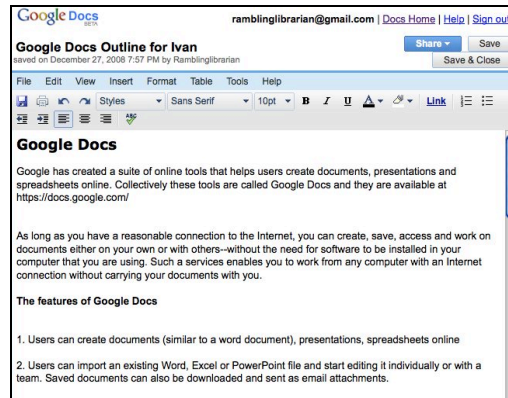
There are some similarities in terms of functions. Both are collaborative tools for drafting and creating documents. Both have features that keep track of different versions made to the document.

A difference is in terms of access. Google Docs users must have a Google account, whereas a wiki tends to allow anonymous editing. Also, a wiki is structured more like a website while Google Docs is more of an office productivity tool.

Whatever it is, what is more important is what you wish to achieve. Either tool may help you achieve the same desired outcomes. Sometimes it is a matter of preference (e.g. Google Docs tends to look familiar to most users than a wiki). Take time to experiment and learn!

More details on the individual components of Google Docs

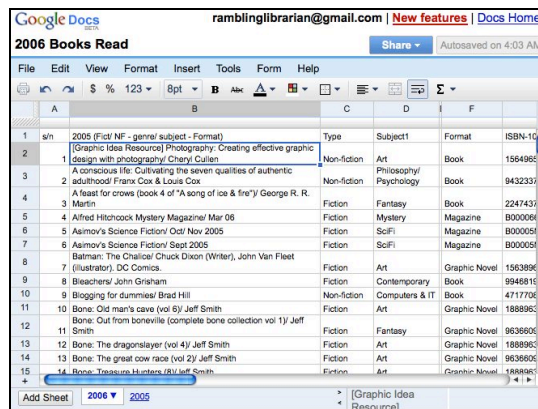
1. Documents



This is an example of using Google Docs to collaborate on a document. Specifically, this very set of guidelines!

Using Documents, you can create Microsoft Word compatible text documents. It looks like a basic version of Word, with only the most widely used features available. You can edit text, change fonts, and create tables just like how you do on Word. After you are done editing the document, you can even save as a Word file on your computer. While editing, you can share the documents with colleagues. The edits that you colleagues make also shows up on the document.

2. Spreadsheets

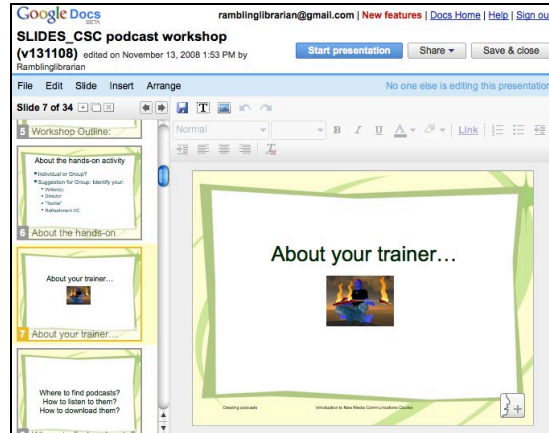


In this example, this Google Doc spreadsheet was used to keep a record of the books read in a year.

Spreadsheets also work like an Excel spreadsheet, with just the most important features. Collaborators can edit individual cells, add formulas, change the formatting etc. Spreadsheets have a chat window where the collaborators can conduct discussions while they are editing the document. The finished file can be saved as an Excel file. One additional feature is that you can create a form that can be inserted in your

website. When your visitors fill the form, the data is added to your spreadsheet. That way you can conduct online surveys or user registration for events.

3. Presentations



The Google Docs presentation looks like the MS Office Powerpoint application.

You can create presentation slides and add images and text to them. Again, you can invite collaborators to edit the presentation. The finished presentation can be saved as a PowerPoint file. You can also run your presentation from the Internet direct.

Google Docs + Librarians and Teens services

You can use Google Docs to collaborate on creative writing projects with your teens. Use Google Docs as a way to brainstorm and document ideas. Share the completed works (or even the work-in-progress) as a link in your library blog or website. Or publish it as a webpage. You or even adult volunteers can stay in touch with the progress of the writing, online.

Your library can facilitate this collaborative writing and creative process with teens from more than one library location, or with schools in your community.

The Document feature works well when you want to brainstorm ideas with collaborators in your library or with others anywhere in the world. The participants can keep adding to the document. This saves the team from emailing each other multiple times making it difficult to track changes.

The Spreadsheet feature can be used to do say costing for events, where different

people are in charge of different aspects of the event. Create accounts for all your project members and they can just update their own costs. Again this saves you from emailing everyone and keeping track of dozens of individual spreadsheets. The Spreadsheet can also help out in scheduling where you can create a spreadsheet of all your meeting rooms and classrooms. Your staff and volunteers can then book the rooms by accessing the spreadsheet. The Forms feature can be used to collect user feedback or register visitors to your events.

Further readings and references (in English)

- Google Docs Help Center. (n.d.). Retrieved December 28, 2008, from <<http://docs.google.com/support>>.
- Using Google Docs & Wikis To Bring Your - SlideShare. (2008, November). Slideshare. Retrieved December 28, 2008, from <<http://www.slideshare.net/guest88d4af/using-google-docs-wikis-to-bring-your-presentation>>.
- YouTube - Google Docs in Plain English. (2008, March 4). YouTube. Retrieved December 28, 2008, from <<http://www.youtube.com/watch?v=XyjY8ZLzZrw>>.

Music & Audio

Teens love music. Actually, who doesn't?

A popular question might be, "Where can we find music that can be downloaded and/or shared legally?"

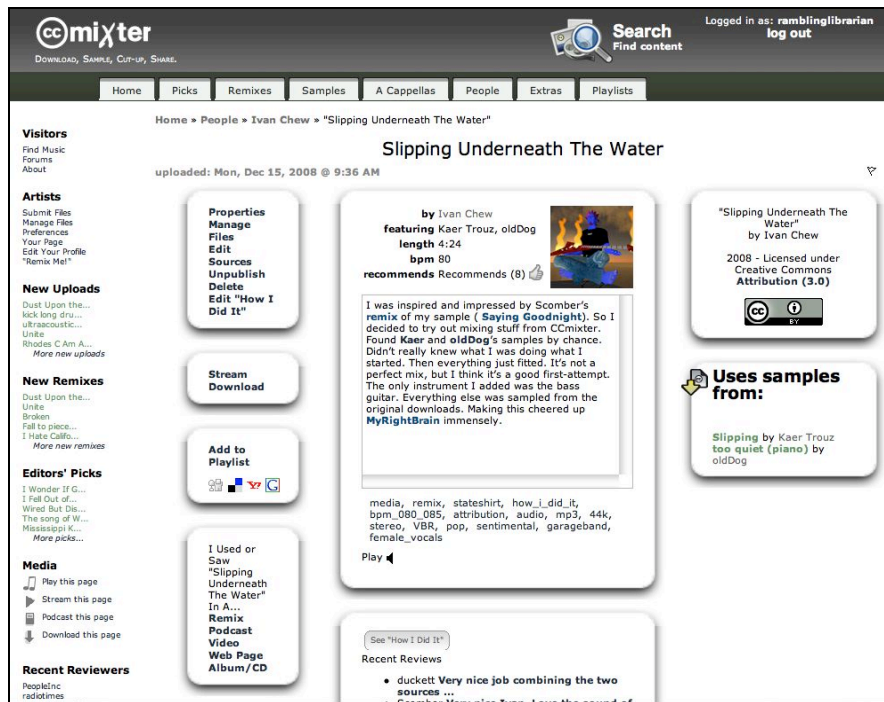
There are several audio and music-related social networking sites where songs or audio samples can be uploaded, downloaded and distributed freely and legally. The typical condition is that users attribute the works to the creators. A few sites are dedicated to musicians to upload and share their original musical works, usually licensed under Creative Commons (see previous section on *Creative Commons*).

Some music/ audio social networking sites

- CCMixer - <<http://ccmixter.org>>
- Freesound Project - <<http://www.freesound.org>>
- Jamendo - <<http://www.jamendo.com/>>
- Last.FM - <<http://www.last.fm>>
- MySpace Music - <<http://music.myspace.com> >
- SoundCloud - <<http://soundcloud.com>>

Features of audio/ music social networking sites

- Musicians can upload their own songs and albums (they can choose to allow their songs to be downloaded, or not).
- Some sites are dedicated only to sound clips and/ or audio samples, rather than full songs.
- Some services allow musicians to authorise commercial use of their music through licensing contracts.
- Users can listen to songs online. Some services provide ways for the music to be shared further (e.g. automatically providing HTML codes for the songs/ album/ player to be embedded in blogs).



All works submitted to CCmixter have to be licensed under Creative Commons. Remixed tracks can be uploaded and shared on CCmixter. The page allows the user to indicate what other CCmixter tracks that were used in the remix (and also informing the creators). Other CCmixter members can comment and review the tracks, and also follow selected CCmixter users - <<http://ccmixter.org>>.

What do you need in order to use music social networking sites?

You need a computer that can access the Internet. You would probably need a broadband Internet connection, since the streaming and downloading of music files require higher bandwidths.

Are there any costs associated with using music social networking sites?

Some sites are completely free while some may offer optional services that require a fee (e.g. increased data storage space, music distribution and promotional services for musicians).

What else must you be aware in using music from these sites?

When using songs and audio resources from these sites, do ensure that you understand the terms of use and/ or how to properly acknowledge their use.

Although the musicians and creators have allowed their works to be used for free, it DOES NOT mean that they musicians/ creators have given up their copyright. It also

does not automatically mean that songs uploaded on the Internet are considered "public domain" (unless they have indicated otherwise).

Do find out how you can properly acknowledge the use of the materials under the different CC licenses. Where in doubt, do contact the musicians to clarify.

Another good practice is to notify the musicians/ creators that you have used their materials. Even if the Terms of Use do not require you to do so, it is quite likely they would be delighted and appreciative to hear from you!

Music social networking sites + Librarians and Teens services

Your library can introduce various music sharing services to your teen users, as a way for them to share their own works. They might say that their friendly neighbourhood librarian showed them the way towards their break as musicians!

Have your teens write reviews of the music shared by artists at those sites. Publish their reviews in your Teens Blog. You can include references to related works in your library as part of the review.

Start a "Remix Contest" for your Young Adult users. Obtain various samples and loops shared by the musicians (CCmixter.org is a great example).

Further readings and references (in English)

- Licences - Creative Commons. (n.d.). Creative Commons. Retrieved December 28, 2008, from <<http://creativecommons.org/about/licenses>>.
- Web 2.0 Music Services (47 sites). (n.d.). HubPages. Retrieved December 28, 2008, from <<http://hubpages.com/hub/music-playlist-sharing-services>>.

MySpace (www.myspace.com)

This is free social networking site aimed at young people and also adults. Several libraries have started their own MySpace pages that serve as an additional channel for their Teens services websites.

Features of MySpace

- Users can share their profiles online and be found by other MySpace users.
- They can send messages to other MySpace users.
- MySpace lets users search and add users to their "Friends" network or groups. They can choose to be notified of updates of their Friends' activities in MySpace.
- Other features include the ability to publish photos, audio and videos on user profile pages; customising their MySpace page.
- Users also have an option of starting a MySpace blog.

There is a MySpace Developer Community <<http://developer.myspace.com/community>> for third-party developers to share ideas and build their MySpace applications.

What do you need in order to use MySpace?

You need a computer that can access the Internet.

Are there any costs associated with using MySpace?

It is free to use MySpace.

What else must you be aware in using MySpace?

This popular social networking service has been linked to several controversial issues, particularly incidences relating to privacy and safety of its teen users⁴. If you intend to use MySpace as part of your service to Young Adults (e.g. create a MySpace account), you may need to consider possible concerns about its use.

⁴ Kornblum, J. (2006, February 12). USATODAY.com - Social websites scrutinized. USA TODAY. Retrieved December 28, 2008, from <http://www.usatoday.com/tech/news/internetprivacy/2006-02-12-myspace-predators_x.htm>.

On a related note, some libraries have created their MySpace Policy for their library⁵. Preparing and communicating such a policy may be a good way to assure concerned teens and parents.



The East Greenbush Community Library website <<http://www.eastgreenbushlibrary.org>> has a link to their MySpace page - <<http://www.myspace.com/eglibraryteens>>.



MySpace + Librarians and Teens services

- Birmingham Public Library - <<http://www.myspace.com/birminghampubliclibrary>>.
- Carnegie Library of Pittsburgh - <<http://www.myspace.com/clpteens>>.
- Denver Public Library - <http://www.myspace.com/denver_evolver>.
- East Greenbush Community Library Teen Department - <<http://www.myspace.com/eglibraryteens>>.

⁵ Farrar, C. F. (2007, May 9). teentechweek » Online Social Networking » discussion » MySpace Policy. Retrieved December 28, 2008, from <<http://teentechweek.wikispaces.com/message/view/Online+Social+Networking/554437>>.

Further readings and references (in English)

- Boutell, T. (2006, September 20). WWW FAQs: Why is myspace popular and what is it good for? Boutell.Com, Inc. Retrieved December 28, 2008, from <<http://www.boutell.com/newfaq/sitespecific/whymyspace.html>>.
- MySpace & Teens - Library Success: A Best Practices Wiki. (2008, August 23). Library Success: A Best Practices Wiki. Retrieved December 28, 2008, from <http://www.libsuccess.org/index.php?title=MySpace_%26_Teens>.
- MySpace - Wikipedia, the free encyclopedia. (2008, December 21). Wikipedia. Retrieved December 28, 2008, from <<http://en.wikipedia.org/wiki/MySpace>>.

Podcasts & Podcasting

Technically speaking, a Podcast has these elements:

- An audio file (which usually can be downloaded, in an MP3 or WAV format); and
- Hosted and made available on a website; and
- A RSS feed.

How to listen to podcasts

You can either listen to the podcasts online (by streaming the file from the Internet and listening to it from your computer) or you can download the file.

You can also subscribe to the podcast RSS feed, then listen/ download the file from your RSS reader (or from an application like iTunes).

How to look for Podcasts

You can use an application like iTunes. Or you can search for podcasts on the Internet (try keywords like "podcast").

Some free podcast-hosting services:

- Clickcaster - <<http://www.clickcaster.com>>
- Odeo.com - <<http://www.odeo.com>>
- Podbean - <<http://www.podbean.com>>

Enhancing your podcasts

Incorporate backing music and sound effects to your podcasts. Please refer to the section on "Music and Audio".

What do you need in order to create your own podcasts?

In creating your own podcasts, you would usually need:

- People who can record and/ or edit the audio recording
- An audio-recording device and an audio-editing software)

- A website or a podcast-hosting service to host your podcasts, and for users to listen/ download or subscribe to the RSS feed

Audio-editing software

Your computer may already come preloaded with a simple audio-recorder and/ or editing software. Alternatively, you may wish to experiment with a free and Open Source audio-editing software like Audacity <<http://audacity.sourceforge.net>>.

Are there any costs in using podcasts and podcast-hosting services?

If you can find the podcast on the Internet, most—if not all—should be offered free.


The podcast-hosting services listed here are free to use, although there may be limits (e.g. maximum data storage per account). Some sites may offer you the option of paying for additional data storage space.

What else must you be aware in offering podcasts?

The level of sophistication and perfection required depends on you. Creating audio content tends to require more time and effort in planning, recording, and editing (although for some people, it is sufficient to publish an audio recording without any edits). Perhaps the best—and only way—is for you to experiment!

Examples of Young Adult library service podcasts

- The Cheshire Public Library Podcast ("teen-driven cultural magazine, featuring teen writers, musicians, reviewers, commentators, and more") - <<http://www.cheshirelib.org/teens/cplpodcast.htm>>
- Hennepin County Library (podcasts by teen volunteers) - <<http://www.hclib.org/teens/Podcasts.cfm>>
- Public Library of Charlotte & Mecklenburg County (Library Loft podcasts with news, programs, and commentary created by and for teens) - <<http://www.libraryloft.org/podcasts.asp>>
- Seattle Public Library ("Author readings, Library events recorded for teens by teens") - <http://www.spl.org/default.asp?pageID=audience_teens_podcast>



The Cheshire Public Library Podcast
is a teen-driven cultural magazine
featuring teen writers, musicians, reviewers,
commentators, and more.

To Listen:

- Check the episodes out on CD at the library.
- Hear the latest episode (streaming): **[Episode #20]**
On Episode #20, Marina reports from the Cheshire Anime Club, Christine and Christina discuss the movie Forever Strong, Aziza and Shreya review books for the Teen Book Board. Hosted by Loan.
Release date: 11.05.08
- Hear the old episodes (streaming, too):

[Episode #1]	[Episode #2]	[Episode #17]
[Episode #3]	[Episode #4]	[Episode #18]
[Episode #5]	[Episode #6]	[Episode #19]
[Episode #7]	[Episode #8]	
[Episode #9]	[Episode #10]	
[Episode #11]	[Episode #12]	
[Episode #13]	[Episode #14]	
[Episode #15]	[Episode #16]	
- Listen or subscribe through *our feed*
- Listen or subscribe through the iTunes music store
(Click here for instructions in PDF)

The Cheshire Public Library Podcast is a teen-driven cultural magazine featuring teen writers, musicians, reviewers, and commentators - <<http://www.cheshirelib.org/teens/cplpodcast.htm>>.

Podcasts + Librarians and Teens services

You may record a library programme for teens as an audio file. Or record a book discussion session with your Young Adult readers. Then provide the audio recording as a podcast.

Supplement your written book reviews by including reviews in audio. Get your Young Adult readers to say a few words on their favourite author or book.

Start a “Library Radio Show”, hosted by teens. Who knows? Their show could be so good that they might get a regular spot in your local radio station!

Further readings and references (in English)

- BBC - Radio - Help - What is a podcast? (n.d.). BBC. Retrieved December 28, 2008, from <http://www.bbc.co.uk/radio/help/faq/what_is_a_podcast.shtml>.
- Podcasts & Teens - Library Success: A Best Practices Wiki. (2008, August 1). Library Success: A Best Practices Wiki. Retrieved December 28, 2008, from <http://www.libsuccess.org/index.php?title=Podcasts_%26_Teens>.

- Teens Podcasting @ Your Library: A Getting Started Guide - YALSA. (2008, February 25). YALSA wiki. Retrieved December 28, 2008, from <http://wikis.ala.org/yalsa/index.php/Teens_Podcasting_@_Your_Library:_A_Getting_Started_Guide>.

RSS & RSS Readers

The concept of RSS and RSS readers is similar to the Newspaper Delivery analogy:

- If you wish to read a copy of your favourite magazine or newspaper, you might go to a store to buy/ read it.
- Alternatively, you might subscribe to a delivery service, where the magazine or newspaper is delivered to your doorstep each time a new issue is published. RSS is similar to this.

Most people would agree that RSS stands for “Really Simple Syndication”. Other related terms you might come across are:

- RSS Feeds (also called RSS, News Feeds, Feeds, Site Feed, XML Feed etc.)
- RSS Reader (also called Feed Reader, Feed Aggregator, etc)

What is important is for you to understand what RSS can do for you (then we will explain the various terms and tools).

Why use RSS? (or, How do you use RSS and RSS readers)

Here is a more detailed explanation of how RSS might help you in managing online content that you tend to follow on a regular basis:

- To read what is new on your favourite website, you might type in the URL or access your bookmark. If you have more than one websites to visit, this means you have to access that many websites.
- Depending on how the content is organised on the site, you may also miss some newly published content when even newer ones have replaced it.
- With RSS and RSS readers, you do not have to visit several different websites to read the content. If the site offers RSS feeds, you can subscribe to the feed using your RSS Reader.
- The next time you wish to read the content, all you need to do is to check your one RSS reader for the content you have subscribed. All new published content from each of those sites will be available in your RSS Reader (the content could be full-text with images and videos etc., or it may only be excerpts and headers).

- You automatically receive all the content published by the blog and/ or website. This happens as soon as it is published. This means you have a complete record of what has been published (whereas you may miss some news content if you visit individual websites at different times)
- You have control over when you want to read the subscribed content. No content is sent to your reader unless you intentionally subscribe/ add the feed to your reader.

General steps in "subscribing to a feed"

- Get a RSS reader.
- Find a website/ blog/ podcast that have a feed.
- Subscribe to the feed using your RSS reader (usually this involves copying and pasting the Feed URL or even just only the website URL to your feed reader).
- The next time you wish to read that feed you have subscribed to, go to your RSS reader.

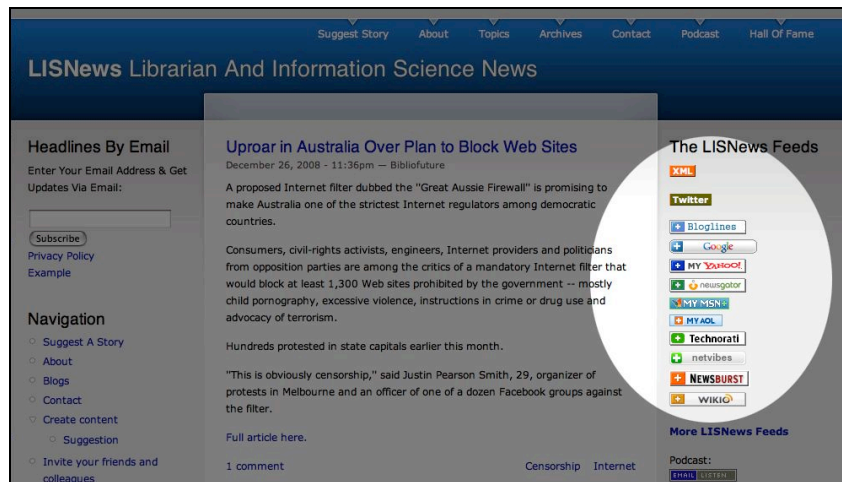
How do I identify a RSS feed

Sites that offer RSS feeds would usually have an icon that looks like this:



Alternatively, they may have the words "feed" or a link to subscribe to their feed. The usual ways to subscribe would be to:

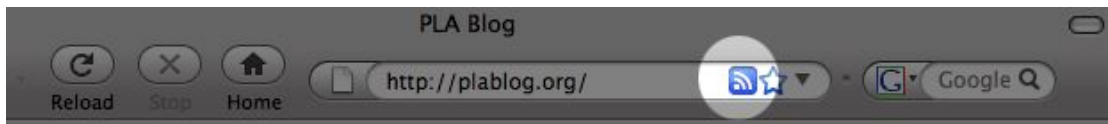
- Click on the icon and/ or the link. This may bring you to your RSS reader, if you have already specified a particular reader in your browser settings; OR
- Copy the URL of the feed and input into your RSS Reader.



The LISNews blog has made it convenient for users to subscribe to its RSS feed using their preferred RSS reader -<<http://lisnews.org>>.

Increasingly, most sites offer RSS feeds by default, and practically all blogs have RSS feeds (unless the authors have turned it off). Copying the site URL to your feed reader usually works.

Your web browser (e.g. Firefox or Safari) may come with its own simple RSS reader. It would display the RSS icon in the URL address bar, if a RSS feed were present.



This is an example of the Firefox web browser. The RSS icon (in blue) automatically appears when the browser detects that the site has a RSS feed.

RSS readers

Think of RSS readers as how you would think of email programs. To read your emails, you would go to your email program. Some email programs are client-based (i.e. where you install on your computer) or browser-based (i.e. you access it by going to a website).

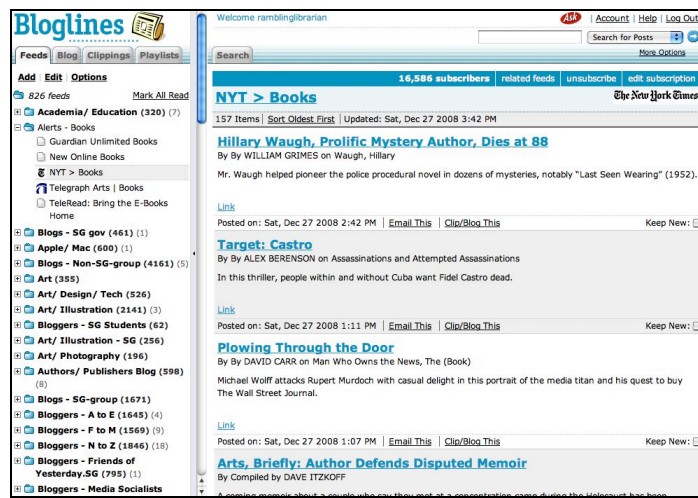
However, unlike emails, there is no "address" for your RSS Reader. People cannot send RSS feeds to your reader. The only way to receive feeds is when you willingly subscribe to them.

There are readers that you install on your computer, and those that are web-based, i.e. no downloads or installation needed. And there are many of them:

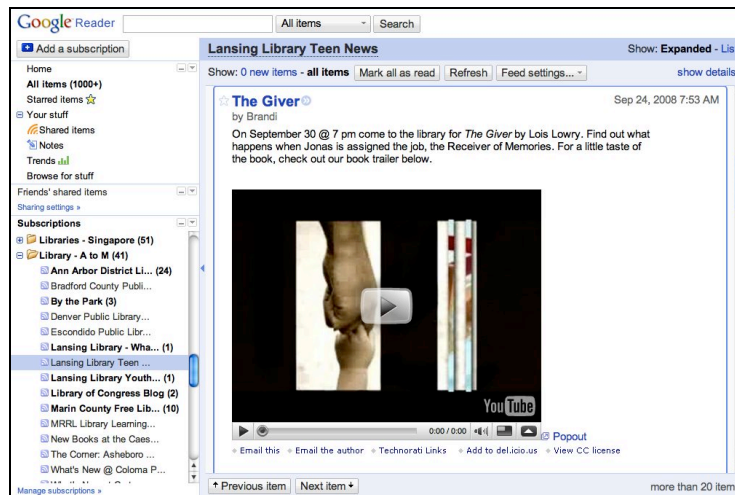
<http://en.wikipedia.org/wiki/List_of_feed_aggregators>.

Two popular free browser-based RSS Readers

- Bloglines - <<http://bloglines.com>>.
- Google Reader - <<http://www.google.com/reader>>.



This is an example of feeds displayed in Bloglines - <<http://bloglines.com>>.



This is an example of subscribed feeds displayed in Google Reader - <<http://www.google.com/reader>>.

What do you need in order to subscribe and read RSS feeds?

You need a computer that can access the Internet. And as mentioned, you would need to have a RSS reader to read the feeds. And you would need to subscribe to RSS feeds

in order to receive them in your reader.

Are there any costs involved?

The RSS readers listed here are free to use. You also do not need to pay to subscribe and read to RSS feeds. However, some sites require you to pay to read the full content (e.g. the RSS feeds only show excerpts or headlines rather than the full content).

What else must you be aware with regards to RSS?

Perhaps the only issue with RSS is "information overload". If you find that you have too many feeds to monitor, you can always start unsubscribing some feeds.

RSS + Librarians and Teens services

As information professionals, we need to keep updated on news and information. Subscribing to RSS Feeds of our favourite websites/ blogs is a way to efficiently receiving information.

Most news websites offer RSS feeds, and certainly all blogs would automatically generate their own site feeds. Many well-informed people, CEOs, personalities, information professionals and associations offer their content via RSS.

Even your own Young Adult users might have their own blogs.

With RSS, you can efficiently manage what your existing or potential users are thinking, doing, saying—as a way to stay in touch with them.

Once you are familiar with using RSS, you can even conduct Digital Literacy classes for your users. Do not assume that your Young Adult users know how to utilise RSS to their advantage. You, the librarian, may just surprise them yet!

Further readings and references (in English)

- BBC NEWS | Help | RSS | News feeds from the BBC. (n.d.). BBC. Retrieved December 28, 2008, from <<http://news.bbc.co.uk/1/hi/help/rss/default.stm>>.
- Rai, P. (2005, January 24). Preetam Rai » Blog Archive » Using an Aggregator - Newsgator. Preetam Rai. Retrieved December 28, 2008, from

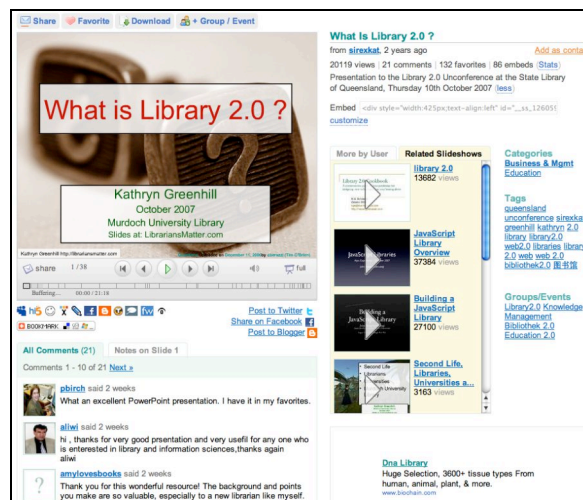
- <<http://preetamrai.com/weblog/archives/2005/01/24/using-aggregator-newsgator>>.
- Rai, P. (2005, April 25). Preetam Rai » Blog Archive » Using Bloglines (or How to keep up with dozens of blogs everyday). Preetam Rai. Retrieved December 28, 2008, from <<http://preetamrai.com/weblog/archives/2005/04/25/bloglines-how-to-keep-track-of-hundreds-of-blogs-and-some-news-and-some-podcasts-and-some-flickr-photos-etc-etc>>.
 - Stamatiou, P. (2005, November 13). HOW TO: Getting Started with RSS - PaulStamatiou.com. Paul Stamatiou. Retrieved December 28, 2008, from <<http://paulstamatiou.com/2005/11/13/how-to-getting-started-with-rss>>.
 - List of feed aggregators - Wikipedia, the free encyclopedia. (2008, December 24). Wikipedia. Retrieved December 28, 2008, from <http://en.wikipedia.org/wiki/List_of_feed_aggregators>.

SlideShare (www.slideshare.net)

This service has been likened to “YouTube for Presentations”.

Features of SlideShare

- Users share your presentations by making it available at the SlideShare website (there is an option allow the original file to be downloaded, or restrict to online-viewing only).
- Audio can be included in the slides.
- Other users can embed the slideshows into blogs or websites (HTML codes are automatically generated for others to use).
- Users can leave comments and also share the slides with others.
- Users can connect with other SlideShare members either individually or by creating/ joining groups.



There are many informative presentations shared at SlideShare. This is one titled "Presentation to the Library 2.0 Unconference at the State Library of Queensland, Thursday 10th October 2007, by Kathryn Greenhill" - <<http://www.slideshare.net/sirexkat/what-is-library-20>>.

What do you need in order to use SlideShare?

You need a computer that can access the Internet.

Are there any costs in using SlideShare?

It is free to use SlideShare.

What else must you be aware in using SlideShare?

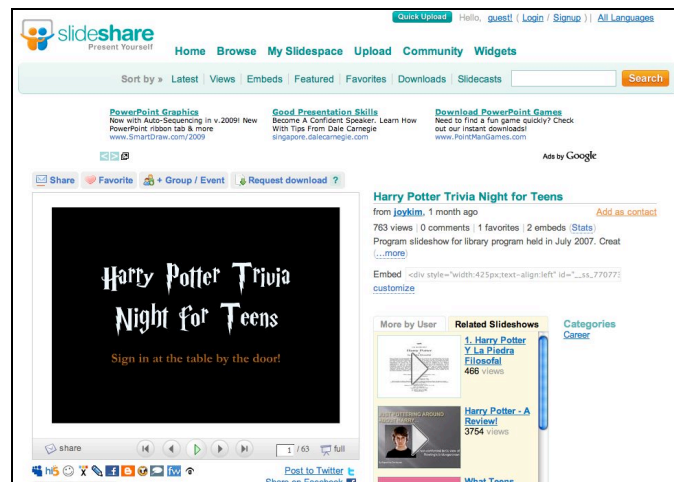
Using SlideShare is quite straightforward. As with any sharing of content, you need to be mindful that you have permission to share the content publicly.

SlideShare + Librarians and Teens services

This service is particularly useful if you have your content already in a variety of formats (such as Microsoft PowerPoint, Apple Keynote, and even PDFs), and you wish to share the content online without having to transcribe or reformat it. For example, you may wish to share information on how to sign up as a library member.

Publish the slides from a talk for Young Adults, and make it available in your blog.

This can be an excellent resource for those who have missed your programme. You can also email the link to the SlideShare presentation to your mailing list members, instead of sending them a large file over email.



Your library can share the presentation from your library talk, like this one from Ann Arbor District Library - <http://www.slideshare.net/joykim/harry-potter-trivia-night-for-teens-presentation-770773>.

Your Young Adult users may already be familiar with using Powerpoint or Keynote. You can organise a contest for the best book review and let the teens creatively express the reviews in a presentation format.

Recently, SlideShare introduced a plugin for Microsoft Powerpoint 2007 that allows for instant submission of your presentation directly to SlideShare from within the

Microsoft Powerpoint software <<http://blog.slideshare.net/2008/12/15/slideshare-makes-powerpoint-social/>>.

Further readings and references (in English)

- Hart, J. (n.d.). Top 100 Tools: Slideshare. Centre for Learning & Performance Technologies. Retrieved December 28, 2008, from <<http://c4lpt.co.uk/Top100Tools/slideshare.html>>.
- How to use private sharing on SlideShare for a conference review | SlideShare Blog. (2007, December 10). SlideShare Blog. Retrieved December 28, 2008, from <<http://blog.slideshare.net/2007/12/10/how-to-use-private-sharing-on-slideshare-for-a-conference-review>>

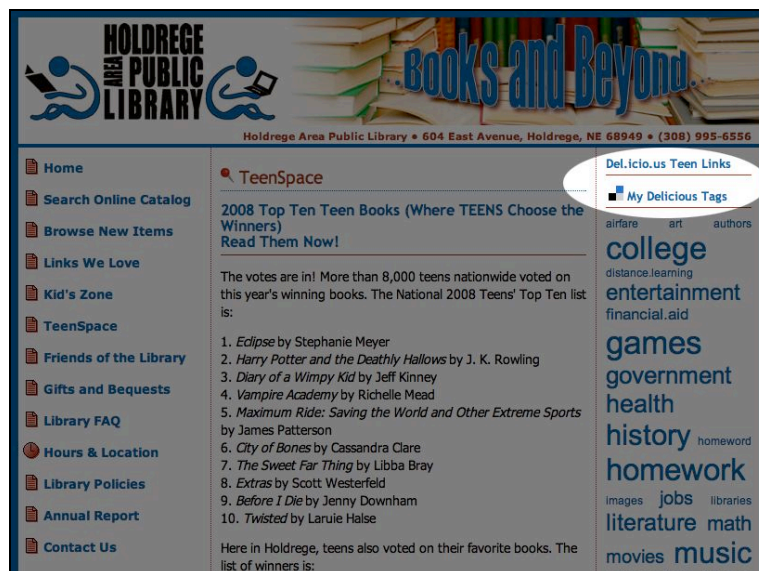
Social bookmarking

This term has come to mean:

- Saving your browser bookmarks (i.e. links to other websites) online and making it publicly accessible to other users (e.g. as a URL in your blog or website).
- Managing your saved bookmarks with "tags" (tags are like your own keywords; in library terms it serves the same purpose as "subject headings").
- Discovering more bookmarks, either through similar tags that other people have used.

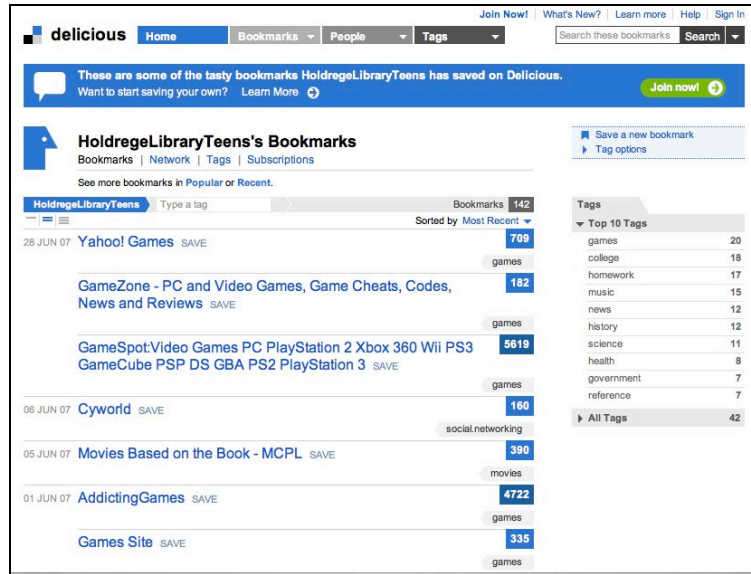
Before social bookmarking services, you would usually save a list of your favourite websites at the computer where they are stored (e.g. at the office). This means you can only access the list from that computer only (unless you know how to make a copy of your bookmarks).

Now, you can access your list from any Internet terminal by saving your bookmarks on a social bookmarking site. You can also make your list public for your library users.



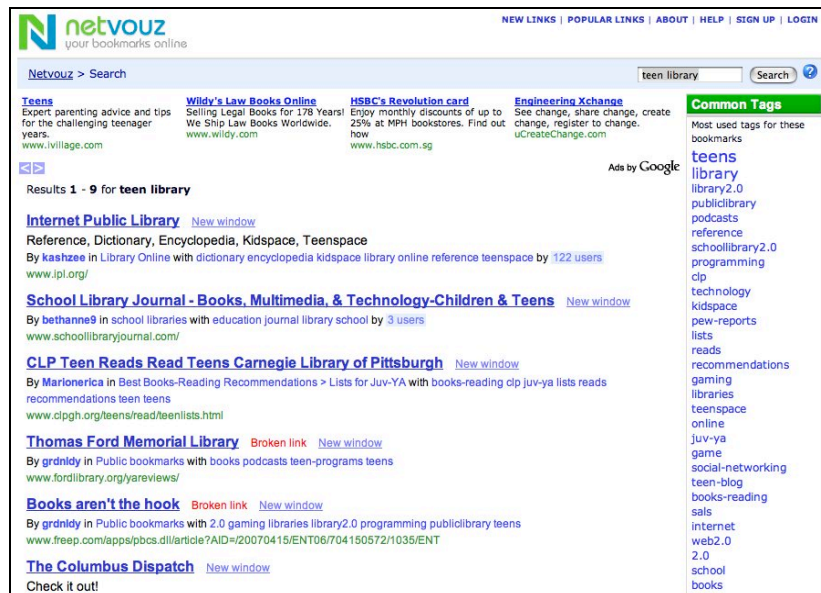
The Holdrege Area Public Library Teens website has a link to their Delicious page -

<<http://delicious.com/HoldregeLibraryTeens>>.

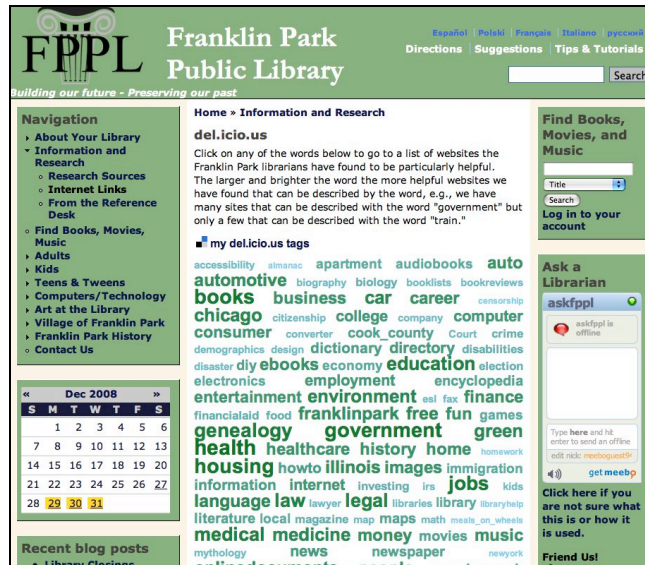


Some free social bookmarking sites

- Delicious - <<http://www.delicious.com>>
- Netvouz - <<http://www.netvouz.com>>
- Furl - <<http://www.furl.net>>
- Magnolia - <<http://ma.gnolia.com>>
- Faves - <<http://faves.com>>



You can retrieve relevant bookmarks through Tags. For example, this is the search results from searching "Teen Library" in NetVouz - <<http://www.netvouz.com/search?query=teen+library>>.



Franklin Park Public Library has incorporated a “Tag Cloud” that links to their bookmarks in Delicious.com - <<http://www.franklinparklibrary.org/links>>.

What do you need in order to use social bookmarking sites? You need a computer that can access the Internet.

Are there any costs in using social bookmarking sites?

No. They are free to use.

What else must you be aware in using social bookmarking sites?

Like the Internet itself, you have no control over what users in the online community share on the site. Just be mindful that there is always the possibility of bookmarks (from other users) that link to inappropriate content for children or teens (e.g. violence, porn). In some cases, even the tags displayed could be suggestive or inappropriate.

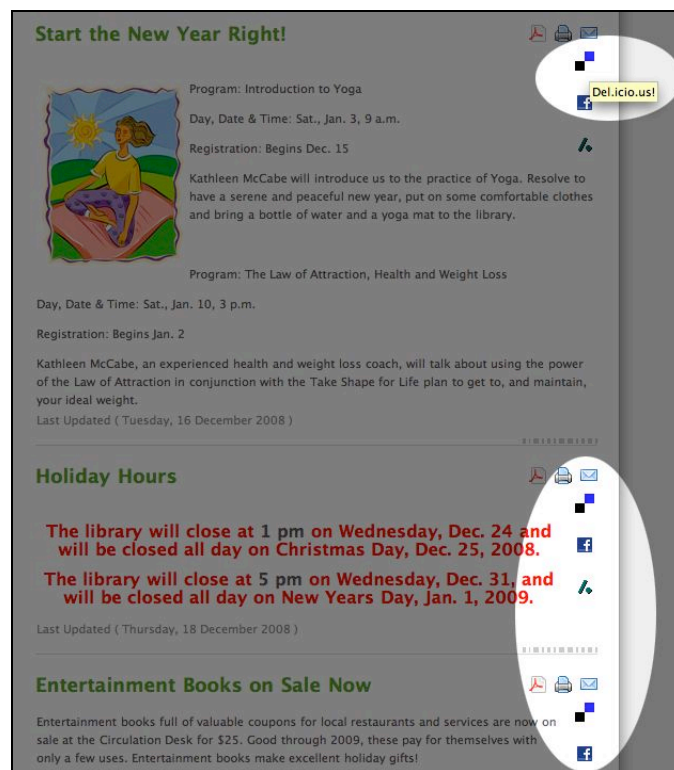
You may also wish to have a backup copy of the bookmarks you save on the bookmarking sites, since you have no control over the availability of the free service.

Social books + Librarians and Teens services

Share a list of useful websites for teens on a social bookmarking service. You can publicise your bookmarks URL on your existing library website/ blog. Your users can visit your bookmarks to see what you have shared. Get your teen volunteers to contribute to the list by tagging the bookmarks.

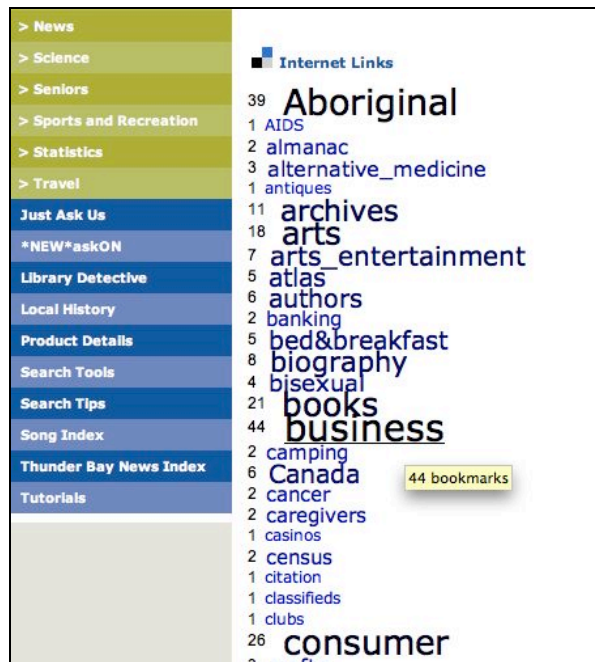
Examples of libraries using social bookmarking services

- Franklin Park Public Library - <<http://www.franklinparklibrary.org/links>>
- Holdrege Area Public Library Teens -
<<http://delicious.com/HoldregeLibraryTeens>>
- Thunder Bay Public Library Virtual Collection - Internet links -
<<http://www.tbpl.ca/internal.asp?id=283&cid=333>>



The screenshot shows a library website with three main sections: "Start the New Year Right!", "Holiday Hours", and "Entertainment Books on Sale Now". Each section has a "Delicious.us!" bookmarking button highlighted with a white oval. The "Start the New Year Right!" section includes details for two programs: "Introduction to Yoga" and "The Law of Attraction, Health and Weight Loss". The "Holiday Hours" section lists closure times for Dec 24, Dec 25, Dec 31, and Jan 1, 2009. The "Entertainment Books on Sale Now" section mentions coupons for local restaurants and services.

Willingboro Public Library Youth Community Center has made it easy for its users to save their blog posts to Delicious.com -<<http://www.willingboro.org>>.



The Thunder Bay Public Library Virtual Collection of Internet links shows a Tag Cloud that links to bookmarks saved under different categories in Delicious.com -
<<http://www.tbpl.ca/internal.asp?id=283&cid=333>>.

Further readings and references (in English)

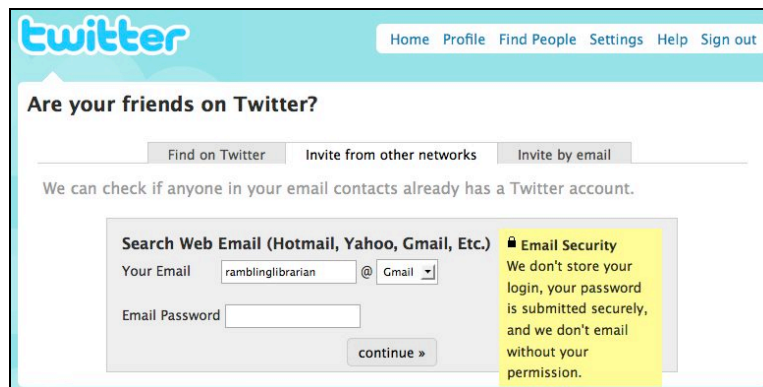
- del.icio.us libraries - September 27, 2008 « mélange. (2007, June 4). mélange. Retrieved December 28, 2008, from <<http://angelacw.wordpress.com/2007/06/04/delicious-libraries>>.
- Social bookmarking - Wikipedia, the free encyclopedia. (2008, December 24). Wikipedia. Retrieved December 28, 2008, from <http://en.wikipedia.org/wiki/Social_bookmarking>.

Twitter (www.twitter.com)

This service is also called "Microblogging". Its main feature is that it allows users to publish short messages (up to 140 characters).

Features of Twitter

- Users can publish short messages (up to 140 characters) on your Twitter profile page.
- Messages can be sent via the Internet or from mobile phones.
- Other users can read your updates by accessing the URL of your Twitter profile page. Users can choose to restrict who can view your profile page.
- Users can also choose to receive alerts via their mobile phone or other related services.
- People can look for people they know using the Twitter search feature, or by giving permission for Twitter to filter through one's email addresses.



Users can search for Twitter users by giving Twitter permission to filter through their email contacts - <<http://twitter.com>>.

What do you need in order to use Twitter?

You need a computer that can access the Internet. You would need a mobile phone, if you intend to post Twitter messages using your phone.

Are there any costs associated with using Twitter?

It is free to use Twitter if you post messages via the Internet (other than your own Internet connection charges). If you send messages via your mobile phone, you may

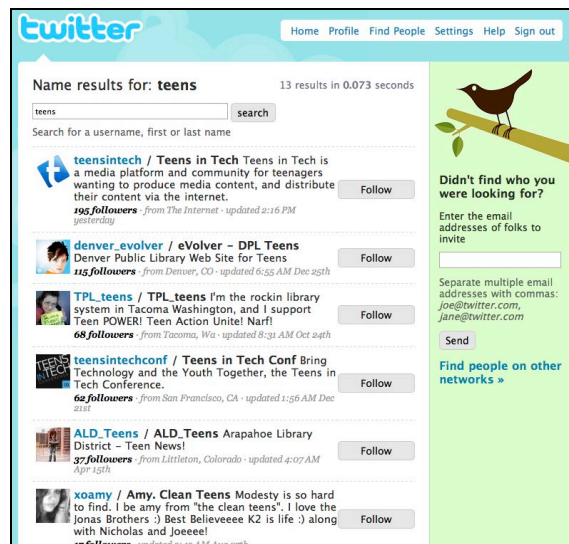
have to incur charges imposed by your mobile phone service provider (see also Twitter FAQ "How do I set up my phone number with my Twitter account?"

<<https://help.twitter.com/index.php?pg=kb.page&id=412>>)

What else must you be aware in using Twitter?

You cannot edit your messages once they have been published to Twitter.

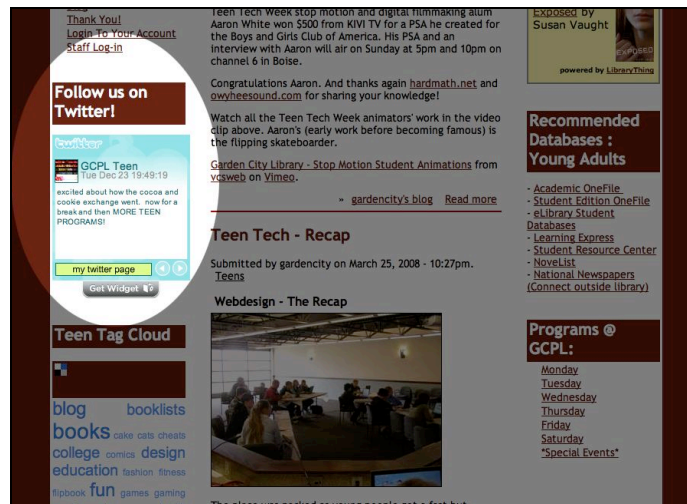
Also, your postings to Twitter can be read by anyone, unless you specify in your account settings to only let people whom you approve to follow your updates. There are cases of people abusing the service by using it to send spam messages (though you can choose to block these users if you encounter them).



Searching for other teen libraries in Twitter - <<http://twitter.com>>.

Examples of teen library services using Twitter

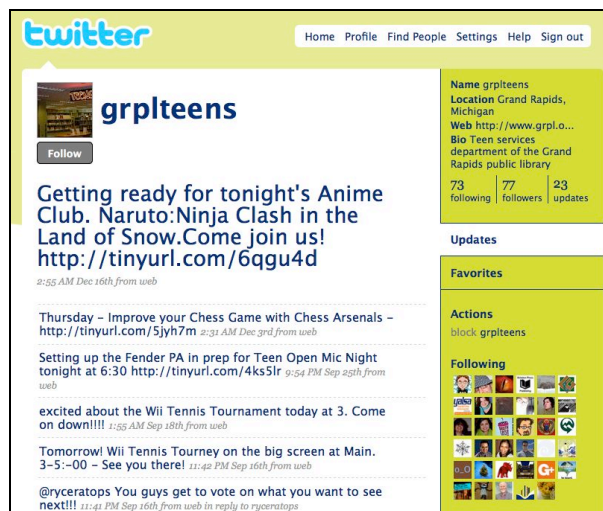
- Denver Public Library Teens - <http://twitter.com/denver_evolver>
- Garden City Public Library Teens - <<http://twitter.com/gcplteens>>
- Grand Rapids public library Teen services department - <<http://twitter.com/grplteens>>



The Garden City Library publicises its Twitter page on its Teens webpage - <http://gardencity.lili.org/taxonomy/term/19?page=1>.

Twitter + Librarians and Teens services

You can display your Twitter URL/ feed at your main library website. Your Twitter page can be used to post messages as an alternative to a blog.



The Grand Rapids public library Teen services department's Twitter page - <http://twitter.com/grplteens>.

Your Twitter page can be a way to inform your users of certain services you offer. For example, this Twitter account displays enquires and links to the answers provided by librarians - <http://twitter.com/askpls>

“Follow” other Twitter users of your choice. Or follow your Young Adult users who have Twitter pages. They may post interesting news or information that may be useful to you.

Further readings and references (in English)

- Common Craft. (2008, March 5). Twitter in Plain English | dotSUB. dotSUB. Retrieved December 28, 2008, from <<http://dotsub.com/view/665bd0d5-a9f4-4a07-9d9e-b31ba926ca78>>.
- Johnson, B. (2007, March 15). What is Twitter, and is there any reason I should care? | Technology | The Guardian. The Guardian. Retrieved December 28, 2008, from <<http://www.guardian.co.uk/technology/2007/mar/15/media.newmedia>>.
- Twitter - Library Success: A Best Practices Wiki. (2008, December 18). Library Success: A Best Practices Wiki. Retrieved December 28, 2008, from <<http://www.libsuccess.org/index.php?title=Twitter>>.

Video

There are several services that allow users to upload their videos to be viewed online, and also facilitate social networking. They tend to be free for users (some services may automatically include online advertisements to viewers).

Some video sharing sites:

- Daily Motion – <<http://www.dailymotion.com>>
- Google Video – <<http://video.google.com>>
- Revver – <<http://one.revver.com>>
- Veoh – <<http://www.veoh.com>>
- Vimeo – <<http://vimeo.com>>
- YouTube – <<http://youtube.com>>
- Yahoo! Video – <<http://video.yahoo.com>>

Features of video sharing services

- Your video is automatically converted to a format suitable for online viewing.
- Users can tag their content, so that others who browse or search for similar tags can also find their work.
- There may be options to limit who can view the videos you upload (i.e. private, limited to selected users, or public).
- Users can submit comments and/ or rate your videos (some services allow this to be turned on or off).
- HTML codes are automatically generated for your video, to allow others to easily embed or link to your video.



A video by Kenton County Public Library, published in YouTube -

<<http://www.youtube.com/watch?v=5zHuyTcu7b8>>.The library also has it's own YouTube profile page.

What do I need in order to use video sharing sites?

You need a computer with the required plug-in or video viewing software (these can be downloaded for free). You definitely need a higher speed broadband Internet connection, since the uploading and streaming of video files require very high bandwidths.

Are their any costs associated with using video sharing sites?

Most of the popular video sharing sites are free to users. Some sites may even pay users if their videos are viewed.

What else must I be aware in using video sharing sites?

In deciding which service is appropriate, you may wish to sample some of the video content or the profile of the general users who use the service.

When you display your video on the video sharing site, you have no control over what other videos are listed or displayed along yours. There may be content (including tags and comments) that are suggestive or deemed as inappropriate for your community.

Make sure you consider copyright aspects if you or your Young Adult volunteers intend to produce and share a video on such sites. Particularly the music and images used in your video. You are encouraged to use Creative Commons licensed materials, and make the appropriate acknowledgments in your video (see section on Creative Commons).

Examples of libraries using video sharing sites

- Birmingham Public Library - <<http://www.youtube.com/BPLonline>>
- Leesburg Public Library - <<http://www.youtube.com/LeesburgLibrary>>
- New York Public Library - <<http://video.yahoo.com/people/5060697>>

Video sharing + Librarians and Teens services

Record an instructional video on using your library collections, services and facilities. Or make a video on Library Etiquette. Have your teen volunteers plan the script and produce the video.

Engage your Young Adult readers by getting them to produce a video. They can perform a dance or a skit, tell a joke—all inspired by books they have read.

Make a recording of your library programme for Young Adults. Share the video online, and embed the video in your library blog or website.

Further readings and references (in English)

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Virtual Worlds & Machinima

In this document, we will focus on Virtual Worlds that serve as virtual communities rather than those designed for gaming. We will also briefly relate the use of virtual world environments with the practice of "Machinima".

Virtual or 3D Worlds

Virtual Worlds are computer-based animated environments, where users typically interact with each other through their "avatars" (i.e. animated digital characters).



Winner - National Award for Library Service
Find It Fast
Public Library of Charlotte & Mecklenburg County
Home > Teens > PLCMC: Second Life
The Library will close at 4pm on Wednesday, 12/31 & will be closed Thursday, 1/1/2009 for the New Year Holiday.

PLCMC in Teen Second Life®

Are you a teen intrigued by virtual worlds and interested in assisting the library with an innovative project? Then PLCMC has an opportunity for you! The Public Library of Charlotte & Mecklenburg County is pleased to be exploring the creation of teen library services in a virtual world since October 2006.

Additional Partners:

- Alliance Library System, East Peoria, Illinois
- Trinity Episcopal School in Charlotte, North Carolina
- NASA
- National Public Radio
- The Technology Museum of Innovation
- Librarians (public, school, and academic) and educators from around the world

What is PLCMC doing in Teen Second Life®?

For an overview of our program, view our [PDF Brochure](#). The presence on what is called [Eve4You Alliance Island](#) began in October 2006 with support from the [Alliance Library System](#) in East Peoria, Illinois.

How can I participate?

Contact Kelly Czarnocki, Technology Education Librarian at [ImaginOn](#) via [email](#) or by phone at (704) 973-2742 or the Tech Central Department, (704) 973-2727 for more information.

[FAQ](#) | [Quotes from the Lindens](#) | [Quotes from Teens](#) | [SirsiDynix Press Release](#) | [Additional Information Resources](#) | [Multimedia](#)

Frequently Asked Questions

What is Teen Second Life®?

[Teen Second Life®](#) is a subset of the popular 3D online virtual world, [Second Life®](#). The teen world of second life is separate from the adult world and is only accessible to those ages 13-17 (and approved adults). While there is no charge to have an account in SL, the program must be downloaded and installed on a computer. Over 40,000 avatars are currently created in [Teen Second Life®](#). While many people might compare [Second Life®](#) to a video game since it shares many attributes in its look and feel, there are no goals, strategies or objectives like video games; rather this online environment offers a creative playground to build, interact and learn from other users/residents. Within [Second Life®](#), users or "residents" are

The Public Library of Charlotte & Mecklenburg County publishes a FAQ on its website on its involvement in Teen Second Life - <<http://www.plcmc.org/teens/secondlife.asp>>.

General features of Virtual World environments

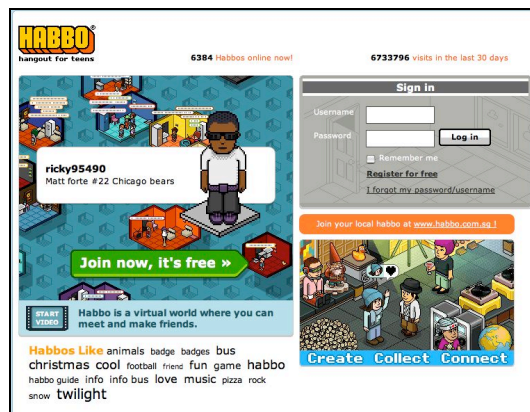
- Users represent themselves as an Avatar, i.e. a digital character created within the virtual world.
- Users typically sign up for a user account, and may need to install a software before they can log in and create their avatar. The features of the avatar can be modified and customised.
- Users move and manipulate their avatars using the computer keyboard and/ or mouse. The interactions between avatars are simulated to look like real-world movements and interactions. For instance, avatars move and walk (some

environments allow avatars to fly, pick up objects with their hands, sit down on furniture etc.

- There could be a "virtual world economy" where users sell and trade digital objects or services within the virtual world, using its own form of currency. Objects and services are created and delivered within the virtual environments.

Some Virtual Worlds include:

- Habbo - <<http://www.habbo.com>>
- SecondLife - <<http://www.secondlife.com>>
- Teen SecondLife - <<http://teen.secondlife.com>>
- There - <<http://www.there.com>>



Habbo - A virtual world targeting at teens, using a hotel metaphor as its theme -

<<http://www.habbo.com>>.



Teen Second Life is a virtual world environment restricted to teens aged 13-17 -

<<http://teen.secondlife.com>>.

What do I need in order to use virtual world environments?

Virtual world environments tend to require a lot of computing power. Higher-end hardware/ software and a broadband Internet connection are required for things to run smoothly.

Are there any costs associated with using virtual world environments?

Most of these virtual communities are free to use, since they wish to have as many active users as possible. There are fee-based options for added services (e.g. paying for virtual world currency so that you can obtain the virtual world goods and services).

What else must I be aware of in using virtual worlds?

There are varying attitudes and levels of enthusiasm over virtual worlds. Some users may feel such environments are quite "aimless" (e.g. there is no quest or game to complete, unlike gaming virtual worlds). Others, however, form deep personal relationships with other virtual world characters⁶.

Virtual world environments have been in the news for incidents involving cheating and abuse⁷.

Some virtual world environments have been used in academic research⁸ and application⁹, therapy¹⁰ and also public education¹¹.

There are also mailing lists for educators interested in exploring the use of virtual worlds in their classroom teaching - <<https://lists.secondlife.com/cgi->

⁶ Virtual world, real emotions: Relationships in Second Life - CNN.com. (2008, December 15). CNN.com International. Retrieved December 28, 2008, from <<http://edition.cnn.com/2008/LIVING/12/12/second.life.relationship.irpt>>.

⁷ BBC NEWS | Technology | 'Virtual theft' leads to arrest. (2007, November 14). BBC. Retrieved December 28, 2008, from <<http://news.bbc.co.uk/2/hi/technology/7094764.stm>>.

⁸ University of Houston (2008, April 30). Virtual World Therapeutic For Addicts: Study Shows Impact Of Environment To Addiction Cravings.

⁹ How Education Enterprises Use Virtual Worlds | Second Life Grid. (n.d.). Second Life Grid. Retrieved December 28, 2008, from <<http://secondlifegrid.net/slfe/education-use-virtual-world>>.

¹⁰ Stein, R. (2007, October 6). Real Hope in a Virtual World - washingtonpost.com. WashingtonPost.com. Retrieved December 28, 2008, from <<http://www.washingtonpost.com/wp-dyn/content/article/2007/10/05/AR2007100502391.html>>.

¹¹ A Sexual Health SIM in Second Life® (University of Plymouth) » Blog Archive » A new interactive STDs info kiosk / atlas with voice. (2007, August 12). Second Life University of Plymouth project blog. Retrieved December 28, 2008, from <<http://sl-sexualhealth.org.uk/?p=40>>.

bin/mailman/listinfo/educators>.

As with any technological tool, its relevance largely depends on our goals and objectives. As librarians, perhaps the only reliable way to advise or supervise our Young Adult users of its potential issues and dangers is to try it out ourselves.

In many ways, the virtual world is like any communication tool, but in 3D. It is up to you on what you wish to do in the virtual world. One potential use of virtual worlds is in the area of *Machinima*.

What is Machinima?

This term means "filmmaking within a real-time, 3D virtual environment, often using 3D video-game technologies"¹². It combines Filmmaking, 3D graphics and Game design.

A basic way to produce Machinima films is to manipulate virtual world avatars while capturing the on-screen actions using a video recorder or a screen-capture software.

Virtual Worlds, Machinima + Librarians and Teens services

Organise a book discussion within a virtual world. Have your teens create their avatars based on their favourite characters in the stories. Basically, your teen members chat and interact like how they might do so in an online chat or discussion forum, but in a virtual world their avatars represent their interactions. Record the session using a screen-capture software, to be edited into a video record of the discussions.

Create your library instructional videos by using avatars and recreating your library environment in the virtual world. It will be a challenging project but the learning points along the way can involve a lot of concepts and use of resources that your library might be able to support, like Graphic Design, CGI, creative directions and ideas, computer programming.

Enlist the help of teen volunteers to research and discover if there are any educational

¹² What is Machinima? - The Machinima FAQ. (2005, March 8). Academy of Machinima Arts & Sciences. Retrieved December 28, 2008, from <<http://www.machinima.org/machinima-faq.html>>.

sites or groups (e.g. Science, Technology, Health) within the virtual world. Then organise a virtual world tour for your Young Adult users.

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Wikis

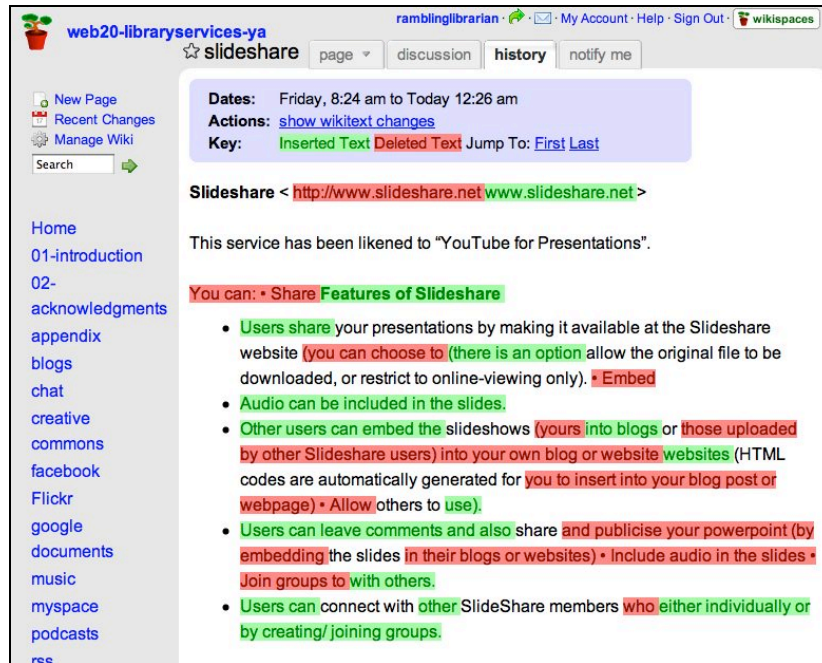
Wikis look and navigate very much like simple websites.

General features of wikis

- More than one author can edit its web pages (editors can be anonymous users or restricted to registered users only, depending on how the wiki is set up).
- Previous versions are automatically saved upon editing. This allows earlier versions to be restored easily.
- Users can choose to receive alerts when changes are made to a web page (or any page in the wiki). Alerts are automatically sent either via email and/ or as RSS feeds.
- In most cases, users do not need to have in-depth knowledge of HTML to edit a web page. Some wikis have a WYSIWYG (What-You-See-Is-What-You-Get) feature.
- Each web page usually has its own built-in discussion forum. Users can use the forum to discuss changes relevant to the page being edited.
- There may be built-in statistical tracking features.

Some free wiki hosting services

- Google Sites - <<http://sites.google.com>> (it may not say “wiki” but it has many wiki-like features)
- PBwiki - <<http://pbwiki.com>>
- Wetpaint - <<http://www.wetpaint.com>>
- Wikispaces - <<http://www.wikispaces.com>>



A screenshot of the wiki that was created as part of drafting this document - <<http://web20-libraryservices-ya.wikispaces.com>>.

When to use a wiki, and when to use a blog?

There is no right or wrong answer to this. Blogs and wikis share some similar features, like allowing more than one author to publish, providing RSS and a way for other users to post comments or discuss.

Generally speaking, you would use a wiki rather than a blog if you wish to have more than one author co-edit a specific page. But if you do not expect the page to be edited by more than one person, a blog may be more suitable.

What do you need in order to create a wiki?

You need a computer with an Internet connection.

Are there any costs associated with wikis?

There is a mix of free and fee-based services. Some offer free basic accounts with limits or restrictions (e.g. data storage or services), and with options to pay for added services.

What else must you be aware in maintaining a wiki?

Free services tend to offer advertisements on the site. If you are using a free account,

you will not have any control over the advertisements displayed.

Some examples of library-related wikis

- TeenLibWiki (a database for and by librarians serving teens) -
<http://yalibrarian.com/yalib_wiki/index.php?title=Main_Page>
- Queensland Public Library wiki -
<http://qpl.wiki.slq.qld.gov.au/index.php/Main_Page>

Wikis + Librarians and Teens services

A wiki is great for collaborative writing. For example, you may have a Creative Writing Club for teens. You can then consider having a wiki for club members to collaborate on stories or feature articles.

Or you could set up a wiki like an online pathfinder (e.g. a list of useful sites for online games). Then invite your Young Adult users to share their knowledge by adding to the wiki.

You can also use a wiki to draft your work, as what was done in drafting this document. See <<http://web20-libraryservices-ya.wikispaces.com/>>

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Conclusion

Which tool is most suitable, and how much time would it take to learn?

The fun part about Web 2.0 tools is that most of these online tools and services are free to use. They usually require a few simple steps to register for an account and are available for immediate use.

Web 2.0 tools are designed to be very efficient in publishing content. It is, however, also very normal for people to spend time familiarising themselves with the tool before being comfortable in using it.

In deciding on which service to sign up, browse through existing pages/ sites by its users. This may give you a sense of the type of community, which may help you decide if you wish to sign up or not.

Most services provide their own Help section. Some would include video tutorials. There are many bloggers who provide detailed and informative instructional posts on specific services.

The “Art of Social Networking”

Socialising, networking, conversing—these are more of an Art than a Science. There is no magic formula in creating a vibrant social network. Technology is only a tool. Building effective networks with teens is ultimately about empathy, conversations, and building relationships. It would take time and effort and requires sincerity.

Connect!

If you have any feedback about this document, feel free to contact the author or contributors. Better yet, offer your own thoughts in your blog! Good luck and have fun exploring.

Appendix

Web 2.0 and Library 2.0, in brief

The term “Web 2.0” came into popular use after a conference brainstorming session between O'Reilly and MediaLive International¹³. It covers these seven principles:

- The web as a platform
- Harnessing Collective Intelligence
- Data is the Next Intel Inside
- End of the Software Release Cycle
- Lightweight Programming Models
- Software Above the Level of a Single Device
- Rich User Experiences

A suggested approach when adopting Web 2.0 tools

1) Plan

- What are your objectives of using the Web 2.0 tool?
- Do you have any organisation constraints, policy, and guidelines to adhere to?
E.g. policies on public communication, security considerations, data and personal privacy.
- Will you be able to sustain this? Do your internal stakeholders expect from this?
How are your Young Adult users using social media?
- What are some desired features or outcomes from the tool?

2) Experiment

- Try out the services. Spend time exploring its features.
- Look for the online help or support forums. Ask other colleagues. Ask your Young Adult volunteers!

3) Check/ Review

- Are you getting the results that you expect? Are you giving yourself enough time for results to show? Do you need to review your own expectations?

¹³ O'Reilly, T. (2005, September 30). What Is Web 2.0 | O'Reilly Media. O'Reilly. Retrieved December 28, 2008, from <<http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html>>.

4) Implement/ Share

- Share your experience. Train other users. Conduct your own workshops with colleagues and library patrons.
- Invite your Young Adult users to share their experiences in using social media.