

Public Library Blog Articles

Part I. Collection description and its information objects:

1.1 Location of collection:

This collection of public library blogs exists on the internet, generally as web sites with individual articles (sometimes when necessary for clarity, articles are referred to in this project as objects). It is accessible by anyone with access to the internet on a desktop, laptop, or internet-capable mobile device. Those without internet access would need to gain internet access to locate this collection. Its limits would be based on internet filters as exist in some restricted countries and/or on some libraries' own filters.

1.2 Purpose of the collection:

The main users of this collection are public library workers interested in their own professional development for their work in a public library. All of these users will have an internet connection.

The purpose of the collection is to bring together readily available online resources into one central repository for users to be able to search and utilize. The main use will be for professional development for people working at public libraries, with adjacent uses being informational only.

1.3 Physical and intellectual aspects of objects:

The main format of this collection is webpages, including those hosted on multiple platforms, such as Wordpress, Tumblr, Tiny Letter, and more. There are hundreds of library-related blogs with many individual entries on each blog. The idea behind this collection is to have a dedicated way to search through all the pieces of this collection instead of its currently disparate nature.

The subjects for these webpages are many yet are all related to public library work, including: public libraries, children's services, teen services, programming ideas for all ages, library school students, LGBT topics, humor, books and review, reader's advisory, and collection development for all levels of a library staff. The subject possibilities are wide-ranging and often shifting.

1.4 Extent of collection and plans for growth

The growth of this collection is unpredictable due to the nature of posting to a library blog, the changes inherent in the current technological landscape, and the evolution of the public library community online. For example, some librarians are moving out of the library industry yet still post relevant content. Other websites sometimes cease publication without notice. This collection is somewhat at the whims of the creativity and time constraints of those creating content to be shared on the internet.

Other factors include the changing nature of the blogosphere, in which people are still creating content but are diversifying formats. For example, bloggers are increasingly becoming content producers, creating content in multiple formats such as podcasts, newsletter, Instagram accounts,

and more. Plans for growth would need to consider how to integrate other platforms beyond the basic web interface, such as those focused on images or sounds in place of simply text.

Part II. Users of the collection:

2.1 User group(s):

The primary users of the library-related blog article collection are people who work in public libraries. As the blogs in this collection are all centered on public-library-related topics, this naturally attracts people in the same industry. For professional development, many library staff want to learn about what others are doing so as to not “reinvent the wheel” when it comes to library programming, marketing, and more. Public library blog articles offer on-the-ground perspectives for people who work in libraries around the world.

Some people are nostalgic about libraries or are fans of their library system and might be curious about some of the behind-the-scenes topics that typically comprise library-related blogs. These users may use the collection to find information they want to know about libraries. These are not the primary user group and will not be included in this project.

Beyond those interested in public libraries, there are other user groups that might use this collection, such as stay-at-home moms looking for songs to sing to their children or people who are interesting in book club books. These are also not the primary users of the collection and will not be included in this project.

2.2 Demographics:

The world of public libraries is opening up to more groups of people, including those from groups who have previously been marginalized, for example, people who are queer, disabled, and/or of color. The public library blog world offers up new and diverse voices which may need to be sought out specifically for inclusion in the system. One of the main advantages of a collection of public-library-related blogs as opposed to other more official publications is that the platform allows a more unvarnished view of the library world; it is unjuried and beyond the usual gatekeepers such as a Public Relations office. As such, this kind of collection may appeal to a more broad audience and account for broad nature of the primary user group.

The demographics of the primary user group of the collection are fairly broad, as the occupation of library workers attracts people from many different demographic groups. The library blog collection users are any and all genders, including nonbinary. Anecdotal evidence from library employees indicates that non-binary genders are present in the library workforce although there is not data on how many library workers identify as non-binary.

The anticipated age range of primary users ranges from teens to older adults. Teens are often employed in libraries as pagers and shelvees, as are older adults who many have retired and are only interested in working a limited number of hours. Most other users will be between the ages of 18 and 65.

Overall, these users are people who work in public libraries and are familiar with public library jargon, terms, and basic ideas. This informs our system in that we can use library terms throughout the system with the understanding that our users already know these basics. When these users are seeking information, they will know the basics of using a searchable system and can direct themselves in using the system. They will know understand system directions and instructions in library search terms. These users have high expectations for a library-related system, though, and want both high recall and high precision whenever possible.

2.3 Types and levels of knowledge:

Domain knowledge:

The primary users of this collection have significant domain knowledge of libraries. These are users who have been in the library field for an extended period of time: they have deeper domain knowledge than the users who are either lovers of libraries or who are fairly new to the library world. These long-time library workers will be able to drill down to their desired topic very quickly. The system is designed to serve those with high domain knowledge and provide them with further relevant professional development.

System knowledge:

Just as users with higher domain knowledge will have a better understanding of how to search for the topic they're looking for using the proper keywords, users with better system knowledge will have more ease putting their information need into a query that will recall the article or articles that are relevant to their need. Many library systems have basic technological knowledge requirements for all library staff that gives our user base a technological foundation. Our users will be aware of how search systems work and familiar with how to form a search to access what they are looking for.

Task knowledge:

Our users have a high understanding of their information needs, knowing what they are looking for, and where to look for it. They have heard of how library blog articles can support professional development and can use the search system to locate what they are looking for. They have an understanding of the material located in the database and do not need significant explanations of library-related terms or concepts

World knowledge:

Many of our users may have a high level of world knowledge. The demographics of the target audience are so diverse that it is assumed and hoped that they will have experience with and interest in cultures and environments beyond their own. By virtue of using this system, they demonstrate an attempt to broaden their world knowledge by browsing and examining different blogs, especially ones that show a different life experience than their own. Users may be looking to increase their exposure to different ideas; while some blogs are organized in different ways than the users may have experience with, interacting with the blog collection may increase their confidence when working with the information.

2.4 User's problems and questions

It is anticipated that public library blog article collection users are looking for both professional development and informal information about libraries. Topics they search for may range from story time activity ideas for ages birth to elementary, to programming for seniors, to humorous happenings at all kinds of libraries, and more. The users are people from all walks of life who work in libraries and are looking for information created and published by these blog authors writing about library-related topics.

User Question 1 (Demographics: Late 20's female, library professional): "I have started a new job and need to prepare a Babies and Toddlers centered Storytime. What are some songs that are effective for this age group and their caregivers?"

Suggested Attributes: Subject, Date, Blog Title

Desired Precision/Recall: This request allows for a high recall because the user is not looking for one specific song, but a variety of songs from which to choose. It also requires high precision in one area, in that the results cannot simply be songs for any age, but a specific age group. The user might know of a specific blog to search or can learn new about new blogs from the collection.

User Question 2 (Demographics: Mid-40s female, library manager): "I am stressed about some of the daily tasks that I've been dealing with and need a distraction. What funny things have happened at other libraries?"

Suggested Attributes: Subject, Date

Desired Precision/Recall: This query allows for a high rate of recall, as the user's search for something humorous can be broad. The user could use the subject search attribute to increase the precision and to recall a lower number of articles that could be more relevant to the query.

Part III. System design:

3.1 Entity level or unit of analysis and why appropriate

Each article or entry on a blog is its own entity, referred to as an object. There will not be any sub-levels to article level entity for this system as further levels would be far too complex for the scope of the project.

3.2 Attributes chosen and their appropriateness to the collection

In order to best represent this collection of public library blog article, the relevant attributes are Name, Creator, Date, Subject, Locator, and Classification.

Names are important because many users know the specific name of a blog for which they are searching and want articles from just that blog. This is also true of knowing the names of article titles on blogs. The same is true for Creator. While many times the same creator writes the

content for a blog, sometimes they will have guest creators. Blogs and their creators often have followers and those followers might be interested in reading more from that creator than they have on their own blog.

Date is a relevant attribute because some users remember seeing a post around a certain time or are looking for posts that would have been published during a certain season such as the summer reading program, or perhaps a back-to-school event. Because some users may remember just the month or just the year, having a searchable field for each will result in precise recall.

Subject search is necessary for recalling relevant results on themes, such as humor or songs, that users are interested in. The location of a published object on the internet is also relevant for knowing where to find the article in the future. The classification of the objects allows users to see how the objects relate to the larger classification scheme (see Appendix A).

3.3 Field names and indexing decisions

General Attribute	Field Name	Searchable? (y or n)
Name	Blog Title	Yes
	Article Title	Yes
Creator	Author	Yes
Date	Month	Yes
	Year	Yes
Subject	Subject	Yes
Locator	URL	No
	Record ID	Yes
Classification	Classification Code	Yes

All but one of the fields are searchable. The fields chosen to be indexed allow the user to locate the object they are searching for.

For *Blog Title* and *Article Title*, some users know exactly which blog they want to search or what article they want to see. Some users know exactly which author they are looking for and those who do not know, want to look at the possible authors in a subject range.

While not many users know an exact *Date* for articles, some want information from specific times of year such as winter programming or back to school events, which take place in a narrow range of time. Sometimes people remember events from specific summer reading program

themes, and want to look at specific years. Others want to see the history of what other libraries have done in a particular year.

Subject is a key field for this collection. Library workers are familiar with the Library of Congress Subject Headings (LCSH), and can utilize this search subject structure to find themes they are looking for.

Library blogs exist on different platforms, which may alter how they appear, especially between what shows in the address bar and what the actual universal resource locator (URL) is. The URL is not searchable and instead exists in the record to serve as a *Locator*.

Record ID is a code automatically assigned to each object in the system and is searchable so that those with a specific *Record ID* can recall the exact article. *Classification Code* is the label assigned by the cataloger based on its main facet. Users looking for a specific Classification Code will use that to quickly recall the Article. Users can also search within just one facet; *Record ID* becomes part of the *Classification Code* (See Appendix A).

Part IV: Semantics, Syntax, and Input Rules

4.1 Field Names and Semantics:

Field Name	Semantics
Blog Title	The name of the container where the objects are originally published
Article Title	The name of the object as originally published
Author	The name of the person who wrote or published the object
Month	The time period during the year during which the object was published online
Year	The 365-day time period during which the object was published online.
Subject	Words or phrases that encompass the significant theme(s) of the object
Record ID	The exact code provided by the system when the object is first entered into the system.
URL	The alpha-numeric address of a page existing on the Internet.
Classification Code	The exact label created by utilizing the scheme noted

	in Appendix A: the first three letters of one of the listed facets most applicable to the object, followed by the first non-article in the object title, and the unique Record ID created by the system for the object.
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4.2: Record content and input rules

Field Name: Blog Title

Semantics: The name of the container where the objects are originally published

Chief Source of Information: The title of the blog as it appears on the object in the header of the blog.

Input Rules: Include the entire title exactly as it appears on the blog, regardless of whether or not it adheres to traditional punctuation, capitalization, spelling, and grammar rules.

Example: I work at a public library.

Jbrary

Latinxs in Kid Lit

Field name: Article Title

Semantics: The name of the object as originally published

Chief source of information: The title of the article as it appears on the object.

Input rules: Include the entire title exactly as it appears on the blog, regardless of whether or not it adheres to traditional English punctuation, capitalization, spelling, and grammar rules.

Example: Crazy Patrons Need Answers, Too

[object (not part of record entry):

<http://lj.libraryjournal.com/blogs/annoyedlibrarian/2017/11/22/crazy-patrons-need-answers-too/>]

What I Learned in a Library Renovation

[object (not part of record entry):

<http://www.alsc.ala.org/blog/2017/11/learned-library-renovation/>]

Field name: Author

Semantics: The name of the person who wrote or published the object

Chief source of information: The author of the article as it appears on the object.

This may be at the top of an article or at the bottom of the article.

Input rules: Locate the entire author name exactly as it appears on the blog, regardless of whether or not it adheres to traditional punctuation, capitalization, spelling, and grammar rules. Input the name as “Last name,

First Name Middle Name/Initial” if these components appear. Input only one name for those using usernames or only one name. If there is no name provided, input “Unknown.”

Example: Krabbenhof, Lindsey
Unknown

Field name: Month

Semantics: The time period during the year during which the object was published online

Chief source of information: The date of the article as it appears on the object. This may be at the top of an article or at the bottom of the article.

Input rules: Input the two-digit number for the month. The article may display the date with the word instead of the number for the month label; change this to a two-digit number that corresponds to the month.

Example: 02
10

Field name: Year

Semantics: The 365-day time period during which the object was published online.

Chief source of information: The date of the article as it appears on the object. This may be at the top of an article or at the bottom of the article.

Input rules: Input the four-digit number for the month.

Example: 2016

Field name: Subject

Semantics: Words or phrases that encompass the significant theme(s) of the object

Chief source of information: Library of Congress Subject Headings (LCSH) (<http://id.loc.gov/authorities/subjects>) and the content of the object.

Input rules: Read the object and determine the main themes of the object. While there may be at least one subject, there should not be more than six. Use the LCSH as the controlled vocabulary by searching only the subject headings at the above link. If there is no applicable term in the LCSH, select the closest possible term. If more than one subject applies, separate them with semicolons in the record. Enter the subject exactly as it appears in the LCSH, including capitalization and punctuation.

Example: Children’s art [Object: Jbrary blog article:
<https://jbrary.com/guest-post-all-about-process-art/>]

Field name: Record ID

Semantics: The exact code provided by the system when the object is first entered into the system

Chief source of information: The five-digit number provided by the database.

Input rules: Input the number exactly as provided by the database.

Example: 04093
20948

Field Name: URL

Semantics: The alpha-numeric address of a page existing on the Internet.

Chief Source of Information: The address bar of the browser where the object is viewed.

Input Rules: Include the entire URL exactly as it appears in the address bar of the browser.

Example: <http://lj.libraryjournal.com/blogs/annoyedlibrarian/2017/11/22/crazy-patrons-need-answers-too/>

Field name: Classification Code

Semantics: The exact label created by utilizing the scheme noted in Appendix A: the first three letters of one of the listed facets most applicable to the object, followed by the first non-article in the object title, and the unique Record ID created by the system for the object.

Chief source of information: Appendix A and the object.

Input rules: Read the object and determine the facet most applicable to the item from the faceted classification scheme located in Appendix A. Use the three-letter code for the chosen facet exactly as it appears in the scheme.

Locate the first non-article word of the object title: capitalize the first letter of the object title and spell the rest of the word as displayed in the object title.

Locate the Record ID: this follows the first word of the object title in the classification code.

The three-letter facet code, first non-article word of the object title, and Record ID are each separated by a period.

Example: HUM.Trees.07895

Part 5: Records for your objects

Item # 1

Blog Title	Jbrary
Article Title	New Prop Songs and Rhymes
Author	Krabbenhof, Lindsey
Month	08
Year	2017
Subject	Children's songs, English; Nursery rhymes, English; Interactive videos
Record ID	42371

URL	https://jbrary.com/new-prop-songs-and-rhymes/
Classification Code	PRO.Jbrary.42371

Item # 2

Blog Title	I work at a public library.
Article Title	People, Real
Author	Unknown
Month	04
Year	2016
Subject	Wit and humor, Juvenile; Juvenile humor; Children--Humor; Library science--Humor
Record ID	23917
URL	http://iworkatpubliclibrary.com/post/142240640632/people-real
Classification Code	HUM.Work.23917

Item # 3

Blog Title	PROGRAMMING Librarian
Article Title	Blog: Outdoor Water Party
Author	Carson, Jenn
Month	10
Year	2017
Subject	Outdoor games; Physical education and training
Record ID	62349
URL	http://www.programminglibrarian.org/blog/outdoor-water-party
Classification Code	PRO.Programming.62349

Item # 4

Blog Title	Annoyed Librarian
Article Title	Lemons into Lemonade
Author	Librarian, Annoyed
Month	11
Year	2017
Subject	Methamphetamine; Private security services; Library administration; Public sex; Public safety; Mental fatigue
Record ID	25749
URL	http://lj.libraryjournal.com/blogs/annoyedlibrarian/2017/11/16/lemons-into-lemonade/
Classification Code	MAN.Annoyed.25749

Item # 5

Blog Title	Latinxs in Kid Lit
Article Title	Book Review: Funny Bones: Posada and His Day of the Dead Calaveras by Duncan Tonatiuh
Author	Cackley, Cecelia
Month	10
Year	2015
Subject	All Souls' Day; Children's literature, Mexican; Hispanic Heritage Month
Record ID	57308
URL	https://latinosinkidlit.com/2015/10/29/libros-latins-funny-bones-posada-and-his-day-of-the-dead-calaveras-by-duncan-tonatiuh/
Classification Code	BOO.Latinxs.57308

Item # 6

Blog Title	The Outreach Librarian
Article Title	WHAT TO ASK IN AN OUTREACH-RELATED JOB INTERVIEW
Author	librarian, the outreach
Month	10
Year	2013
Subject	Library outreach programs; Employment interviewing
Record ID	78251
URL	https://theoutreachlibrarian.com/2013/10/03/what-to-ask-in-an-outreach-related-job-interview/
Classification Code	OUT.Outreach.78251

Part 6: Project summary

Sarah Davis and I ended up working together very briefly at Martin Regional Library near the beginning of the semester, and decided to work together on this project. Sarah was the Children's Associate and I had just started as the Assistant Manager after working in the Outreach Department (events, Bookmobile, Homebound, and Books by Mail programs) for five years. Soon after I started at Martin, Sarah got the Children's Librarian position at Henry and Kate Kaiser Library. While we communicated almost daily about school work and work via Facebook Messenger, we also met face-to-face at Mazzio's, Panera, and a few other places for a total of 10 times. A few weeks before Thanksgiving, just as we were really ramping up working on this project, my house developed a slab leak and approximately 1,800 square feet (all of the wood flooring and some of the carpet) had to be ripped out and replaced. As of this writing we're still in a hotel and anticipate being here for another two weeks. The challenges that this has added to the project include that I am not as focused on school work due not only to our current living situation but also due to the more extensive needs of getting kids to and from school while living seven miles from the house as well as not having access to my desktop, which is where I have my copy of Word. I have written almost all of this assignment on my Chromebook, which does not have Word other than the feature-lacking online version.

Working with Sarah was fantastic; while we think in similar ways, we also have backgrounds that are different enough, with different demographic groups at work, that bouncing ideas back and forth was not simply an echo chamber.

As we tossed around ideas for our project, we talked about the way we use blogs and how many times library-related blogs are a fantastic source of information for libraries all over the country (and the world). We thought about how it would be nice to have a collection of blogs, which is how we settled on our topic. However, as we got further into the project and continued to find new and interesting blogs about public libraries, we realized that the scope of the project was a lot larger than we had first thought.

While at first we thought we might build this system in real life, we realized three things: 1.) the size of the potential collection makes it unfeasible to maintain as a collection of blogs; 2.) Google has an excellent handle on finding blogs of specific types and topics, although they're perhaps not as precise as a collection might be; and 3.) blogs are not a format that is necessarily being embraced by younger people, which means that the format is slowly losing relevance to other posting systems. In addition, our collection would need more subject diversity; our focus is very arrow and our facets reflect that.

This project, while not something that we will end up creating outside of this class, has been a very good tool for applying the things covered in class. However, the spacing and timing of the class could have been better integrated with aspects of this paper. I feel that the ethical responsibilities of cataloging and creating systems should have been the very first thing covered; as information professionals and gatekeepers, however unintentional the gatekeeping is, we should have focused on the absolutely essential need to not allow our biases into our cataloging and organizational system design decisions.

Appendix A - Faceted Classification Scheme

Three-letter facet ID	Facet Name (Facet Code)
Public Services	PUB
Programming	PRO
Books	BOO
Outreach	OUT
Management	MAN
Humor	HUM

Classification Code is the facet code, plus the first non-article word of the object title, followed by the Record ID; all are separated by a period.

Examples:

HUM.Trees.07895

PRO.Jbrary.42371

OUT.Outreach.78251