Division IV Webinar Series
for LIS Students

**Projects in the Libraries –
Ideas, Innovations, Initiatives**

May 26, 2021
13.00–14.30 (CEST)

IFLA

PROJECTS IN THE LIBRARIES – IDEAS, INNOVATIONS, INITIATIVES

A Webinar Series for Library and Information Science Students

13:00   Albina Krymskaya (Secretary of the IFLA Division IV and Section on Education and Training, St. Petersburg State University of Culture, Russia) - *Welcome and Overview of the Webinar. Introduction of Erik Boekesteijn*

13:10   Erik Boekesteijn (Senior Advisor at the National Library at the Netherlands, Netherlands) - *Introduction and moderation*

13:20   Randolf Mariano (UiT The Arctic University of Norway) - *The Library Diplomacy Initiative: the role of foreign cultural centers in bridging culture and innovation*

13:35   Gerald C. Diño and Jay Michael O. Diola (University of Santo Tomas, Philippines) - *DLSZ Minecraft Virtual Library*

13:50   Anthony Martinez (School of Information Sciences at the University of Illinois Urbana-Champaign, USA) - *PORCH STORIES: A Place-based Storytime Partnership with Ithaca's African American Community*

14:05   Sagan Wallace (Oregon State University, USA) - *Progress in a Pinch: Implementing Digital Course Reserves When the Time's Not Right*

14:20 Erik Boekesteijn - *Wrapping up. Thank you*

14:25 Albina Krymskaya - *Thank you and invitation to the 3rd webinar in June*

Libraries, museums, and cultural centers have been often linked as instruments and platforms for cultural diplomacy and foreign policy to build cultural understanding and relationship among international institutions and nation-states (Barnhisel & Turner, 2010; Chambers, 2016; Grincheva, 2019; Laugesen, 2019; Snow & Cull, 2020). Prieto-Gutierrez (2016) found that globally there are about 3,745 foreign cultural centers that actively promotes knowledge, innovation and cultural-political discourse and contributes to people-to-people understanding about knowledge, culture, and literacy in a bilateral, multi-level, and multilateral relationship of both state and non-state actors. The projects of these foreign cultural centers spanning from book aid programs and the spread of librarianship during the World War II and Cold War period up to the digitalization, makerspaces, and creative innovation projects being utilized for the benefit of both domestic, and the foreign publics.

The main purpose of this presentation is to highlight the extant initiatives of these centers such as the American Spaces, British Council, Goethe institut, Korean Cultural Center and Japan Foundation and emphasize the role of non-state actors such as the American Library Association, and the International Federation of Library Associations in nurturing these global library diplomacy initiatives. Below is the specific outline of my presentation:

1. The World War II and Cold War cultural and information propaganda
2. The contemporary library and museum diplomacy initiatives
    a. American Spaces' makerspace initiatives
    b. British Council's creative economy projects
    c. Goethe Institut's hackathon and DIY cultural initiative
    d. Korean Cultural Center's VR projects
    e. Japan Foundation's social innovation link program
3. IFLA's SDG advocacy
4. Conclusion and the future of library diplomacy

References:

Barnhisel, G., & Turner, C. C. (2010). *Pressing the Fight: Print, Propaganda, and the Cold War.* University of Massachusetts Press.

Chambers, M. (2016). *Hearts and minds: US cultural management in 21st century foreign relations.*

Grincheva, N. (2019). *Global Trends in Museum Diplomacy: Post-Guggenheim Developments* (1st ed.). Routledge. https://doi.org/10.4324/9781351190275.

Laugesen. (2019). *Globalizing the Library: Librarians and Development Work, 1945–1970* (1st ed.). Routledge. https://doi.org/10.4324/9781351250924.

Prieto-Gutierrez, J. J., & Segado Boj, F. (2016). The role of libraries in cultural centres Abroad: An insight. *New Library World,* 117(7–8), 475–484. https://doi.org/10.1108/NLW-03-2016-0018.

Snow, N., & Cull, N. J. (2020). *Routledge Handbook of Public Diplomacy.* 529.

The De La Salle Zobel School shifted to online distance learning for Academic 2020 to 2021. The traditional way of conducting face-to-face instruction was replaced by online classes. This posed a big challenge for the library to come up with a project that would enable the library to deliver its services.

A recent study conducted by the librarians with regards to the use of gamification in conducting library instruction shows that this approach is more effective in increasing student engagement. The gamified instruction was made with the use of the Minecraft Education Edition app. Minecraft Education Edition is a powerful tool to capture students' attention. It helps students maintain a positive mindset and engage them in a target activity. Its interactivity opens the student's creativity and active participation in library activities.

An interactive virtual library was created in response to the ODL offering of the school. The current library was recreated using the Minecraft Education Edition. To make the virtual library functional and interactive, various platforms were integrated into the Minecraft library, such as the OPAC and the online reference service called Grabrarian. The Grabrarian is a chat function that serves as the virtual librarian which library users can interact with the school librarians. Users can also access the information literacy videos, useful websites, and the library's social media and websites. Games and other features such as interaction with the characters in the Minecraft world were also added.

The Minecraft virtual library enables library users to have a feel of an actual library visit. The design was created for library users to have a unique library experience. This will allow users to have a feeling of actual library visit and avail library services online. This project enables the LRC to provide the DLSZ community with the services that it demands during the ODL. It also shows a lot of potential to be developed as additional support for the library in the future.

The IFLA Division IV – Support of the Profession – is hosting a series of webinars for LIS students. These webinars aim to create a place for students to share their projects, research, and ideas about different topics related to libraries. Each month – April through June 2021 – will address a different theme and a new call for proposals will be issued for that month. All webinars are held online and are open to everyone (no registration fees).

Watch the recording on YouTube

The Tompkins County Public Library in Ithaca, NY is losing touch with the city's African American residents. Gentrification has forced many members of their community far from the city's core where the library is located. This distance has caused a significant divide in how the library sees itself, and how African American residents see the library. Many have expressed that they don't always feel welcome in the library. The library believes this explains a serious lack of African American children at its programming. This is concerning, because we know from a recent report from the Federal Reserve Bank of Chicago, that public library use is correlated with better performance on standardized tests.

To bridge this physical and psychic divide, I propose that instead of finding some way to make them come to us, we go to them. And since we don't have a bookmobile, we have got to get creative. Enter: Porch Stories, a play on the very popular annual event Porchfest. Porchfest started in Ithaca in 2007, and touts itself as an event that "creates and celebrates community" by having local musicians perform on the front porches of local homes for all to enjoy. But these homes are usually in predominantly affluent neighborhoods, making the performers and audiences primarily White. That's why Porch Stories will trade the bands for books, and take storytimes out of the library and onto the porches of homes in Ithaca's African American enclaves.

In this spirit, Porch Stories will only feature storytimes centered around culturally relevant, and culturally responsive books that focus on Black joy; books that feature protagonists who excel in spite of adversity; books with settings that reflect the children's cultural images and history. Storytimes can at first be led by librarians, but very quickly should transition to being led by local residents (like the owners of the home), local elders, other prominent figures in Ithaca's African American community (like its mayor). All told, I like to think of Porch Stories as an opportunity for the library to invest long term in the power and significance of Black folks reading Black books to Black children in Black spaces.

Porch Stories will put librarians in a position to learn more about, and respond to, African American's barriers to accessing the library (like transportation, parking, etc.), which hopefully will bring more of them through our doors in the future. For for the African American community, Porch Stories will hopefully open up the possibility of (re-)building relationships, trust and a sense of ownership in the library by making the library the guest in their neighborhoods, not the other way around. Porch Stories being a celebration of books and reading will also hopefully lead to a greater affinity for both from children, making them users of the library, resulting in better performance in school.

Course reserves are an invaluable part of many students' college career, reducing financial and other access barriers caused when classes require expensive texts. The pandemic caused our library to close during finals week, leaving students without access to any of the materials they had planned on using during this crucial time of term. In response and while quarantining, we rapidly moved our work to a digital course reserves system using Alma Digital.

This presentation will describe how we went from a print-only course reserves collection to a fully digital system using the principles of controlled digital lending. In this project we modified institutional repository software so that it fit our needs as a course reserves system. This project required close collaboration with coworkers both within and outside of our department and campus. We used rapid technical implementation and continual assessment, iterating through several variations of our system before landing on one that worked.

In this presentation, participants will learn skills they can use to bring their work to completion regardless of the circumstance, including goal-setting, strategies for working asynchronously and across departments, and decision-making processes. The speaker will use their trauma-informed background to discuss how to implement a new procedure during times of stress and anxiety, and provide tangible steps library staff can take to get their work done while taking care of themselves.

I will provide technical documentation for Alma Digital, but the presentation itself will be platform-neutral.

A Webinar Series for LIS Students supports IFLA's strategic directions: to inspire, engage, enable, and connect.
1. It inspires students to conduct research and consider libraries' experience in timely and important LIS areas which are relevant to the LIS professional community.
2. It engages them to be members of a professional library community, introducing them to professional competencies and providing them with experiences that they can apply to future participation in IFLA activities.
3. It enables students to implement research or projects relevant in their communities and share their results with professional communities worldwide.

It connects actors involved in the library field: members of the units of Division IV - Support the Profession who represent professional communities, LIS schools' educators and students, libraries of various types; library associations at various levels, etc.

Watch the recording on YouTube