ACS International Schools

Technology & ACS Libraries

HOS meeting, 24 April 2012

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Executive Summary

The ACS librarians were asked to answer three key questions focused on technology and the libraries.

A. **How are library resources being affected by new technologies**?

Technology has affected the physical resources, learning resources and human resources in our libraries. Technology continues to change, adapt and grow and the libraries need the resources to stay relevant, current and effective. As technologies have emerged and become part of the learning environment, libraries have become 'hybrid' in that they include many different formats and resources, including electronic (including e-books, online databases, web based applications, etc.), print, audio-visual, etc. ACS libraries have been hybrid since 1998 with our first online database subscriptions. Librarians have become the best technology resources, as we have knowledge of new technologies, relationships with the teachers and students, awareness of the curriculums and the strategies for putting them all together.

- Physical resources**:** Libraries must have appropriate and flexible physical space and furnishings, and be well positioned within the school. The libraries at ACS should be continually assessed to ensure that they are best suited to meet 21st century learning needs. Here are photos of a library used as a learning hub: http://tinyurl.com/4o93ze, and a short video that shows what a mixed touch, digital, projection, and book-based library might look like: http://tinyurl.com/cs6f38z.
- Learning resources: As with adopting any new technology, there is a given amount of risk. To keep up with the PESTLE analysis on the school's strategic plan and to meet the assessed needs of our users, it is time for ACS to make an investment in e-books and audio books. There are various platforms that allow all four campuses to share these electronic resources. (*See Appendix A for details and our proposal.)* The discrepancy amongst the current library budgets for purchasing learning resources has also come to light. The library budgets across the three campuses need to be raised in line with each other and professional recommendations, and clarified as to what learning resources these funds are allocated for. (*See Appendix B for details.)*
- Human resources: The librarian has always been an integral part of the learning process and continues in this role in all curriculum areas (see The 21st Century Librarian, also attached). With the increase in the use of computers, mobile devices and web-based applications, the librarian is playing an even greater role in assisting teachers and students to use this technology in the learning environment. Thus, there is a need for appropriate staffing in all libraries to ensure that the librarian/s can carry out this role.

B. How do these resources impact teaching and learning?

With new technologies come new skill sets. Information literacy skills have grown and adapted with technology and are best taught when integrated and embedded into the classroom curriculum. A united system-wide scope and sequence of digital information literacy skills in grades K-12 needs to be adopted. The Cobham MS Library and MS IT department have united with great success and are currently working on ways to continue to meet their very similar (AASL & ISTE) standards through developing a comprehensive curriculum, and the MYP handbook being developed by Hillingdon will also be a helpful resource. The librarians need time allocated to begin work together, and with IT, on a comprehensive scope and sequence of skills.

C. What cost savings potential can be realised as a result of these resources?

Electronic resources are more expensive than print and often involve a large initial investment. Working as a consortium we are often able to negotiate better prices and share resources across the four campuses. The development of a 'subscriptions clerk' to help coordinate all online subscriptions would help to ensure we are getting the best prices and utilising the most efficient resources. *(See Appendix C for details.)* Together with a restructuring of

the current IT subscription budgeting *(See Appendix D for details)* the system could save money on resources and insure we are using money wisely and effectively whilst satisfying each campus' unique needs.

ACS librarians will be represented at the HOS meeting in April to answer questions and receive feedback on the technology and the ACS libraries.

Appendix A: FollettShelf for eContent, supplemented with titles from local vendors

Cost

- No subscription or administrative costs, no processing costs
- Follett's eBooks average £7 for fiction titles and £25 for non-fiction titles, usage is one title per person, eBooks with unlimited simultaneous access average £22; local vendors' costs vary
- Follett's Audiobooks average £24 per title, local vendors' costs vary
- We keep any titles that are purchased
- Large upfront cost to build and implement the collection

Access

- E-Content can be shared across all 4 campuses
- App available for most personal devices (iPad, Android, Nook, etc., but not Kindle at this time)
- Have to download FollettShelf software to access Follett eBooks (requires permissions), other titles may require other reader interfaces
- All titles are searchable through library catalogue, use library username/password to check out titles
- Useable in classrooms and with interactive white boards

Selection

- Large selection of titles (available one title per user)
- Limited collection of titles with unlimited simultaneous access, mostly easy NF, & must be 1 per campus
- Many of the publishers are limiting the use of eBooks within the UK at this time, so multiple vendors will help increase the selection
- Audiobooks through Catalist, a Follett vendor, also integrated into catalogue. There are no limits on audiobooks.

Other

- Features include Bookmark, Search, Dictionary, Table of Contents, Note Taking and Highlighting
- If publishers cancel e-books for libraries, we don't lose titles we've already purchased
- Publishers and vendors are in constant negotiations about eContent in the UK

Why we decided against Overdrive at this time:

- It costs £5400 per year, of which £3150 is an administration charge
- When subscription ends, so does access to all eContent
- E-Content cannot be used on shared computers, only personal devices, so teachers cannot use with interactive white boards
- Poor customer service, difficult to procure information
- Uncertainty with UK publishers and e-content

Recommended Initial Investment based on 3000 ACS students:
300 eBooks (1 per 10 students): Approximately £5200

+ 200 audiobooks (1 per 15 students): Approximately £4800
500 eResources: Approximately £10,000*

Appendix B: Current Library Budgets

- Traditional books are still popular with our students and are essential to the school curricula. eContent is an addition to ACS resources, not in place of traditional books. It is important that book budgets are not cut in lieu of eBooks and audiobooks.
- The book budgets across the three campuses need to be raised in line with each other and professional recommendations (Chartered Institute of Library and Information Professionals, School Library Association, American Library Association).
- Current library budgets are as follows:

Cobham
LS £10,000 per year, K-4, 450 students (£22.22/student)
MS £12,000 per year, 5-8, 400 students (£30.00/student)
HS £10,000 per year, 9-12, 520 students (£19.23/student)

Egham
LS £8,800 per year, Scramblers-Grade 5, 280 students (£31.42/student)
US £8,800 per year, 6-12, 330 students (£26.66/student)

Hillingdon
LS £5,500 per year, 145 students, Pre-K 4 (£37.93/student)
MS £3,000 per year, 5-8, 250 students (£12.00/student)
HS £5,200 per year, 9-12, 230 students (£22.60/student)

- CILIP recommends minimum of 13 items per pupil while the IB recommends 20-25 items per pupil. Most of our libraries meet the IB recommendations.
  - However, most of our library collections are out of date, as documented in the NEASC reports. The average age of books should be 10 years (notable exceptions are subjects like science, technology, geography which need a faster turnover, which is around three years).
  - Once the collection is up to date, CILIP recommends a 10% annual replacement cost to ensure that stock remains within the 10 year-old average age limit. Each librarian can provide a cost analysis for bringing their division's library collection up to date.

Based on current book prices, the recommended library book budget is £25/student to keep collections current and to meet student and teacher demands.

Appendix C: Subscription Clerk Job Description

- Manages and facilitates logistics of subscriptions.
- Performs administrative duties related to subscriptions (processes invoices, payment requests, etc.).
- Troubleshoots technical issues (lack of remote access, setting up new subscriptions, etc.).
- Manages payments and renewals of subscriptions.
- Meets with librarians to get feedback on new purchases and cancellations.
- Manages statistics for all online resources and publishes monthly report to librarians and Heads of School.

Other possible responsibilities:

- Clerical work for IT (inventory, logging equipment use, etc.)
- Help with clerical work in the library (shelving, processing, circulation, etc.)

Appendix D: IT Budget

With regard to IT subscription budgeting, we wish to propose the change below. The main reasoning behind the change is to make the service more equitably applied across the three campuses, to streamline and clarify the ordering process, and to empower divisions to choose resources relevant to their students and teachers.

- The Divisional Librarians will collate the subscription information having liaised and consulted fully with their Heads of Department (this process will be ongoing throughout the year).
- In the third quarter the librarians will meet as a group to discuss the subscription choices that will be three-school/multiple divisions and then obtain a quotation for that larger user group.
- In full consultation with divisional principals the librarians will present the completed budget proposal to the Heads of School.
- We envision the multiple division/three-school subscriptions to be taken out of the budget first and then remaining funds be allocated proportionally (on admission figures) to the divisions to be used for their individual choices (this assumes a finite budget).
- We would like the budget to be controlled overall by the Heads of School, who would agree on an initial budget outline for the three-school/multiple division proportion. Once allocated to the divisions the divisional Principals would control the budget.

It is a huge task for one librarian to take on the clerical work involved in the process of organising, maintaining and renewing multiple-license databases. It was concluded that a 'subscriptions clerk' position was required to liaise with the librarians and technology teams in order to manage this work efficiently. (See Appendix C for a job description.)