

The Reference Interview: Time for a Tune-up

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Today's webinar is The Reference Interview: Time for a Tune-up presented by 2010 Eureka's Ashley Burdick, Hildie Kraus, and a Liz Ruhland. Ashley Burdick works as an adult services library and add muscles and liver the polls or to liberate unit. She's developed several successful programs. I Mary Poppins sing-along in the park, and multicultural cooking classes. In addition to organizing and programming, shorts of the reference desks and literature and music collection. Hildie Kraus works in San Diego. City of about 15 miles east of San Diego. El Cajon is one of the more poor communities and has experienced a huge influx of refugees. It is a fascinating place to work. Is a reference library, she steps both the adult and children's desk and also does a fair amount of outreach programming and whatever else is necessary.

Liz Ruhland is the community library manager for the West Contra Costa County. She was at the Pleasant Hill are very -- library. She is active in committee work. She enjoys working on big there -- picture pictures. I'm now beintroduced Liz Ruhland Hello. I don't see the thumbnails on the left. I should mention. But, I will start --

List?

Click on the small icon on the middle of the three.

Thanks. Hello everybody. Today we will be talking a about three aspects of reference interviewing. First is the art of the reference interview. Next, Ashley will talk about new technologies for conducting reviews. And Hildie Kraus will --. At the end we will have time for some Q&A. I will start by talking about the arc of the reference interview. By this I mean by timeless elements of any successful reference interview. And how the reference to be is changing overtime. Unobtrusive testing a reference library's have historically shown that only 55% of the answers provided to every users are correct. How do we improve upon this?

Throw reference interview can be a significant part of the solution to this. And is important to do a reference interview every time, at the very least, verify that you heard the patterns questions correctly. By understanding the users actual information need rather than the initial state of the question, the library can save time, because we are not wasting time seeking information people don't need, and we can thereby increase the see of the answer we get. Want to just say here, by the library and, the three of us will be referring to a all reference providers.

First I want to discuss mental models. And conducting reference interview, it is crucial to understand the users perspective or the mental model that they hold us both the library, and other questions. A mental model is working model of people construct their minds to facilitate interactions with their environment and other people. This contrast with a real model, which is an accurate, consistent, and complete representation of an object. When users mental model of the lever are inaccurate, they construct Goforth questions. So some examples of mental models which may lead users to formulate their question in a way that is unhelpful, they may not understand that it is the job of the reference library and to help them get the right answer. Differently, they don't want to bother the library.

Users may also think of a library is a supermarket where they are expected to be completely self-reliant and find everything themselves and the most they can expect from library staff is to be pointed down the right I'll or to the right section. Similarly, pages we think the razor simple. That they can do everything themselves if they only have a little bit of direction or instruction.

The pages of mental model of the question can also cause them to state their information need in an indirect way. Are example, a user seeking a photo of a particular orchid species may ask, where are the books on science because they are using a mental model of the question which includes a fully elements. Libraries have looks, books contain photos, Boston the books contain photos of orchids, and a botany is a branch of science. While age of these are correct, in combination, they don't help the user to formulate their question in a direct manner that will most help them.

So, the librarians rule is to act as translator between the users mental model of the library and the actual permission need. Here, I would like to refer to one of our resources. The book, conducting the reference interview by Ross Nilsson and Redford. So, how can we change this?

We have a wonderful training tool available to us in this translation process. This is the -- guidelines for preferable performance and reference service providers. The link is down there at the bottom of the slide. Roof, a all a -- has created the document and is only worth close reading. Even for those of us who have been doing reference for sometime. I find that we reading this and going over each steps help me stay committed to each step in the process. Let's look over the spring.

The first is approachability. Making it look like you are ready and willing to help the library user. Interest. Paying close attention to the person in time. Listening papers. This includes asking open ended questions and verifying the question. Searching. Including giving the tools. And follow-up. I like to spend some time talking about "just because they can be the key to accurately translating the users question into their actual information need.

So, using the orchid question again. Some open questions we could ask the user include we have a lot of books and other information on science. What kind of information are you looking for? What kind of information on orchids are you looking for? Please explain that in more detail or before specific. Please tell me more about the sources you may use for your assignment and how the this question arrived?

.pl rate ask questions for clarification. If you don't understand a word they are using or a phrase they are using or you may not be familiar with the area of information they are asking you of a, feel free to ask clarifying questions such as, what you mean by such and such or please give me an example. Just ask for questions.

Finally, once you think you to understand the user information need, or by you have the right idea. The LSA, the good library and read raises the question and asks for confirmation make sure it is understood. I found that after I found that many thoughtful, open ended questions and I thought I knew what their information need was, it is only after the step of verifying that they are able to catch me into my misperception. We can backtrack and I can help them get out what they really do want. Okay.

I like to talk a little bit about readers advisory. This is a very important part of our job. Just like informational reference, we don't want to take the user, necessarily, at first question. We want to help get their real rating interest. They may come to ask and ask us, can you recommend a good but? Can you tell

me a good book you read recently?

They don't actually want to know what we have read recently, that we have enjoyed, they want to know a good book that will satisfy their reading interests. So some good open ended questions to use and readers advisory can include, can you tell me about a book or other you read and have enjoyed? What did you enjoy about the book is what are you in the mood for? And, if you found the perfect with today, what would it be like?

These questions can help them express their interests fully so that you can serve them best.

Finally, I want to talk all of it about trends and reference interviews or reference interviewing as perfect about changes in library. For Sir user instruction. User instruction something that worries have been doing for over a century., It is an increasingly important part of a reference direction because of technology changes more quickly, and we are offering more and more tools to users and more and more resources to them, we want to offer to them, in any given interaction, the ability to gain more knowledge about what we have available to them. Of course, not everybody will take us up on this, but we should still offers. Roaming reference is also a very great tool and reference interactions. Personable, it can initiate action because you are not waiting for people to come up to a desk or approach the staff member. You can reach them at the point of need out in the library and help them there.

Can also help with follow-up because, once you have set them searching or browsing in a particular section, you can circle back in a few moments and make sure that they are finding what they need. Finally, self-service. Even in the libraries with self-service models, there are times when patrons need is to help them find what they need and access the collection fully. With the road reference interviewing, we can give that important personal service. A nice quotation from David Titus and states, users may not remember the specific book, journal, webpage that answered a question that they had a some past time. But they certainly still -- will remember the face of the library that help them. It is not the tool that matters to the user. Users like levers not because of the materials or the technologies, but because of the truly human aspect of the service. They keep. Now, Ashley Burdick will talk about remote reference.

Hello . This is Ashley Burdick and I will be talking about new technologies for conducting reference review. I wanted to mention that all of the guidelines that list talk about apply here also. In my part of the presentation, I will talk about these new technologies. I will identify what they are. And, I will talk about some of the challenges associated with them. I will talk about social media, more in-depth. And, I will discuss how, we as Aryans should market these services to our patrons.

What do these new technologies include? They include e-mail. This could be a button on your website that patterns -- patrons can click. They will be referred to a form --

We have had a number of requests that you speak louder.

Okay. Thank you. Will so, e-mail can be a button on the library's website that patrons can be directed to a form where they can ask a librarian a question. This can be an e-mail. This can also the a follow-up to an in person e-mail reference question. The librarian can say, I don't have the article with me now, but I can e-mail to them to you later. And the same guidelines that I will discuss in this part of the presentation will apply to e-mail. Social media has gotten a lot of attention lately. Sites like Facebook and twitter can be imported Laurie resources.

Some libraries have created chat reference applications for Facebook. This is where librarians will answer patrons questions in real-time, straight from Facebook. Text is a new technology. This is twofold. It could be chat reference and it could also be text messaging as on cell phone. -- Recently published a study about the innovations in Chad reference services at San Jose public letter. -- Library.

This resource is available on our handout. She talks about how this reference service has changed over the last 10 years.

She says this is the way to offer very good service to the patron. I know that many of you contribute to collaborative chat reference as part of your work and your library. Now, I know telephone isn't really a new innovation in the reference services, but I like Brust think about it today. Like the other technologies mentioned previously, the library and is unable to see the patrons phase and notice environmental clues. So the library cannot tell if the patient is distracted by something else and not giving the library is full attention. So let's talk about some of the challenges with these new technologies for conducting reference interviews.

If you have not already, or if you have not read them lately, I suggest you review them. They are helpful. Even though they were written in 2004, a lot of them are posted for today. When you're doing reference, especially through the computer, you can't see whether the patient is interested or bored or distracted with something else or excited about what you are telling him. When providing a patrons with information about rations, for instance, he can't tell, while she is typing she is sitting a crying child. This is something, that we as librarians should take into 20 -- consideration. A least a telephone reference, the library and has the benefit of telling if patrons for us. That is another cute that a library and has for providing good service.

There are ways to meet these challenges. The RUSSA guidelines help us offer good service. First, the librarian should use the patrons name through the reference. It is more personal this way. I know that when e-mail first came to the scene, people thought it was different then letter communication and they stop using their so and so. In this way, electronic communication, a lot more impersonal. We as libraries should be the utmost in urgency -- courtesy, and we should use the patrons name. Then we form a connection right from the start.

The library should communicate with and listen to the pattern. -- Patron. We stating questions can be helpful with this. List used the example of science and the patron says, do you have any books about science?

The library can say, we have lots of books about science, what specifically are you interested in.. Or, I hear you want a book about science, what kind of science would you like to know about?

The library and should search with the patron. This happens in the library. The delivering I turn her screen to show the patron how she is searching. She might talk about search terms or specific databases. She might talk about ways of limiting the search. This kind of instruction can also happen through these new technologies through URL. Also, when doing chat reference, the patron thanks, this is doing -- taking a lot of time.

It is important to say, something like, I am looking at this database would you like to look within?

Then, the library should provide pointers. This can follow questions like, have you tried, or, have you thought of using -- I think this is important because, I remember when I was a young student, and I was at

the library and I summoned up enough encourage to ask the library -- library in a question about a report I was working on. She immediately launched into an instruction session about databases. I had already tried it, but she didn't know. Right off the bat, the liver in his is a, what have you tried already.

Even when a patron is away from the library. Even when they are asking a question from home. It shouldn't assume that they have not tried to access the database already. Ask, what have you done already.

The library should ask if the patrons Ushant was completely answered by the end of the interview. The preaching should be urged to come back if they need more help. This is very important. This goes along with using the patrons name. I think when people -- when patrons are using chat or text, they assumed that they are getting automated responses for some reason. It is very funny. They think it is very impersonal. But, you should show the patron that you actually care about their information needs. I can't emphasize enough that follow will up questions or stream the important. Questions like, have I answered your question completely or may I help you with anything else are direct ways to find out if you have done your job effectively.

Because of the lack of environmental cues or auditory cues or visual cues, it is important to get a verbal cue. Yes, you answered my question complete. Thank you very much. The library and, at this point, should think patron for using the service. The library and should effectively close the interaction. Let's talk about some other considerations. Text, in particular, both by chat and text messaging are very informal. You have to think that people use these mediums to talk with their friends. To joke with their friends. While you should not be too casual or unprofessional, it is important not to use sentences that would be better suited for a Dickens novel. Direct and short is preferable. If you are worried about being hurt, avocados -- like smiley faces and help.

There are exceptions, but younger people tend to prefer these technologies for interacting with the library and. Hildie Kraus will discuss tailoring this for different agents. But I think you should consider who is using the service. In some ways, these new technologies are helpful for academic questions. Especially e-mail. It is a nice platform for offering a lot of permission -- information like articles and Encyclopedia entries. This way you can be very helpful to students.

Let's talk about social media. I want to get a show of hands. How many of you use social media in your library. So, what websites do you use. You can write it into the chat window.

Facebook and twitter are probably the most popular. This book is a place where libraries can post pictures and other information. Most of the conversation that results is very upbeat. Great. Picture. I love that library. Is to go there when I was a kid. Once in a while you will get a question that requires a more in-depth answer. Facebook is a lot about building a community. It is very important that you answer these questions right away. I am noticing that a lot of you use social media at your library. That is great. So, when you get an in-depth question, you should respond right away. If you can, write it right below. If not, you should say, I will write you a message this is. Then send it direct message. Same guideline for the other electronic media applies to social media.

Twitter can also be used for reference questions. A lot of the questions will be submitted using the @ simple. With 100 With 140 questions -- characters or less, you can respond. Or, if the question is more in-depth, you can use a direct message. This will allow you were letters, more characters. A lot of these informal media use abbreviations, so there might be the letter U for you as a person. You should keep in

mind that it is for fun. Social media is for fun.

I would like to pull the audience once again to see how many of you market any of your online resources.

Just a show of hands. That is great. A lot of you do. We all know it is very important to market these because otherwise that would be under used. And, marketing can take the form of press releases, flyers, bookmarks, pushers, posters, and other displays. Marketing can also be as simple as telling somebody face to face, we have chat reference. While you are working on your paper, you might have another question. This is available 24 seven, C. can even ask the question in the middle of the night and you'll get direction that you need.

When you are telling a patron about these new technologies like chat reference or text as such and reference, you should be as enthusiastic as possible. And encourage them to use it so they will take advantage of it.

Using these technologies is a great way to meet your library patrons information needs. I should also mention that it is important to be familiar with them. Not knowing about these technologies should not be a fair giving your patron great service. Play around with them. They are meant to be fun. Have fun. I am going to pass it off to Hildie Kraus . Thank you.

Okay. So I am going to talk about tailoring the reference interview two different ages. Some of what we discussed our common aspects like approachability, respect, communication, and one thing that is not mention that I would go into more is apathy. You don't use the same language, the same body language, the same manner, even with all patrons. You want to tailor your reference into the best surf different populations.

I'm going to go through a logical order. Let's talk about dealing with children. Some of the special challenges of dealing with children it is that there is a developmental aspects which is there recall memory is not develop. You might ask them about, they want to get -- they might not remember the name of the person that wrote it with a total. Then I say, will it is about frogs. It had a green cover. Those are some things to bear in mind. They have limited vocabulary. I know the South blindingly obvious, but it takes a lot of our own knowledge and vocabulary is invisible to us. That is where the victims and. Remember not everybody knows what you know. Gets have difficulty asking for help sometimes. Someone once described children and smoke reaches the percent down on earth without a map and then we make fun of them because they don't know what ago. If you can sink yourself into their shoes, it is a good idea. Make the child experienced a rough in spots. This might be the first exposure to asking somebody for help and the library. Especially given the school lovers are vanishing like artichoke dip a potluck.

This might be the first time that they encounter is referring. Don't assume any knowledge that goes with remembering, not everybody knows what you do. Explain things. And, it is a good idea to accompany kids in the search. Somebody said something about leverages it landed the skin just point your things are. Their court appointees. If you can, you want to get out of the desk and walk with the child. Make it fun. Make it like a treasure hunt. Any, to see those numbers yet. We are looking for Dr. You see it yet? Make it fun. That jump -- some of the basic things with children. Homework reference. There is particular behavior that goes on that either than that but not really, did realize there is a term for.

It is called the impost query. This is an information need that is not generated by the picture. No, they don't have to do it. They don't really care about cooking in under by John, but they have to do a paper on it. So --

if possible, if they have the actual assignment of those helpful to find out what they need. Again, as list mentioned, ask a question on how the information will be us. Here is a wrinkle. Often kids are with somebody else. They are with their older sibling, a parent or grandparent, and sometimes, that person is talking about the child. I have this happen many times at the reference desk. The person, the adult is explaining what the kid need advocate is standing there like a virtual because the dummy. Talk to the child directly. Look at her, ask her directly, and also try get her to talk about what she knows what she does not know. That is something that makes it a more positive experience. It is fun to reference with kids but it can be challenging.

Let's go to the next age group. Teens. Some of the special challenges to do with teens are the same about impost query. They don't really care but they need to know. They are self-conscious about not knowing, sometimes. I'm generalizing, but I think some of these things are typical. Sometimes, they can feel resentful about adding to ask for help. One basic thing to start with. -- What should we call these guys young adults, adolescents, teenagers? She said, how about calling them by their names. It is a matter of respect. You establish a connection. This is a common thread to all of my comments about the different age group. It does not matter what age group this. Strive to connect with them. Teens may not have had to ask, so reference into these are important as a first impression of a gateway to library and staff.

I like to ask for a yes or no kind of answer. Who find reference with teens challenging. Does anybody find it, not difficult necessarily, but sometimes it is difficult. Sometimes they don't look at you. Sometimes they mumble. They are looking down. But not comfortable with the situation.

A couple of people see us. Somebody says no. Okay. That is fine. I don't always find it challenging. I was just curious. Thank you for answering. And of course, get out from behind the reference desk. Is American Oracle thing when you accompany somebody on the search. You are saying, we are looking. I am helping you. We are going on a journey here.

Some specifics about team reference. If you can, curb your in patients in the aware of judgmental comments. I'm sure we have all experienced this question about when you need this by in this it today or tomorrow. Maybe you'll your eyes are you make an exasperated comment. We wouldn't do that was a jolt, generally, so let's try not to do that with these. They don't need another finger wagging adults in their life. Be positive. Said something like, if we had more the time, we would get great material. Sometimes teams are titled -- experience -- under is about titles. Put them in these. A yes. Everybody like that. This popular series or title.

Some of the -- sometimes teachers mandate teenagers use print resources. It is also good idea to promote databases. We have a brochure let advertisers databases. Help students narrow their topics. Learn how to research. This is a life skill. They will need it later and they will need it now. It is a good thing to say. Say, like a that search term did not work let's try a different one. You want to narrow it down and show them what you are doing and talk about it while you are doing it. That is something about team reference. The next group that I would like to talk about our groups are adults with special needs.

The patients with special needs are he as well learned, developmentally disabled people, physically impaired patients. I want to ask participants, I used a little simple, everybody else have special needs that the counter while doing reference? You can answer the chat. If there is a group that I have not mentioned that you encounter, I'm curious if anybody has anything. You know, type something in if you think about it. I chose a graphic was because, these are people who have extra burden in the library. Extra challenges. And, it is

difficult for them. So these reference interviews really require extra skill and patience and empathy and thoughtfulness. So, you want to be respectful and aware of their locations and, or cultural differences. I mentioned that I work at a large library, and that is true.

I try to educate myself a little bit about what different cultures, what our conventions, and even again, the language. In some cultures, if you make a circle with your index finger and thumb say okay, that is very of seeing. You want to be aware, try a thumbs up as to do a circle with the index finger and thumb. Even those small things, it is no your patron. That is the mantra.

After several special needs strategies. We think the question. This goes back to what Liz and Ashley talked about as well. Make sure what people are asking you understand. You can ask the patron to write it down. That is helpful sometimes. Here is another suggestion. In this book, she talks about patients -- patrons with special needs. You own the difficulty. Might say something like, I'm sorry, I'd have had -- I am having a problem understanding people today. That means each take responsibility for the dedication. Visual impairment. You can ask for help. Speak directly to the patron if they are with this one. This addresses the issue of, somebody coming in with a helper or parent or a caregiver. You want to talk to the teacher directly if you can.

Somebody has hearing problems, you want to face the patron. Ask, again, how that person would like to communicate and write it down if necessary. So, the last group I will talk about our seniors. The question about what call seniors again came up. Which for adults somebody said. Does not guarantee. But nevermind, we are not talking about that. Some of the special challenges with older he will include visual and auditory impairment, memory issues, and this comfort with technology., Don't assume anything. Just because they are all there, don't assume they don't let technology where they are not comfortable with it. Don't assume they want to reverb infection. Be aware of our own vices. Try to be conscious of the bias. There might be a little filter that you think about people who are older than you. Some suggestions are, if somebody comes in as always putting items on hold, you might say, would you like to learn how to use the catalog wrecks ask if they don't want to, that is fine.

Apply patients and understanding and level quantities. Ms. Prendergast, Mr. --. I like to use a slightly more formal address them I do with other patrons. This is about giving -- tailoring reference interview two different ages. Be aware of who you're talking to and what their level of experience when we. We are going to have questions at the end, but I have a couple of other things to say. Placeholder questions. I want to say that there are those who say that reference is --. To them, reference will be dead when every single person who comes into the library those what they are looking for and where to find it. Reference is not that. Long lived reference. I would like to think the info people. Eileen, Stanley, and Chuck for all of their support. We have a resource and out that you can print out but comes with this webinar. Now I will open the imaginary for two questions -- for two questions.

You can type them as a chat and think about them. I see we have some questions already.

I will state that I put into chat, the citation to be -- quotation.

Right. I think we covered everything. There aren't any questions.

Any observations that anybody would like to share?

What about hearing aids Hildie Kraus. Did you talk about these? I noticed one of our audience numbers talked about hearing aids.

I was able to look at that. Thank you for that Ashley. Yes. People with hearing issues and hearing it. There was certainly a patient -- patrons that had terrible trouble. I wrote things down and he yelled to me. I am trying to see were I can find chat comment. There I go. Think you.

Here is one. Web-based ways to handle text.

Could you be more specific? It was from Eileen.

Thank you for your comments. I see some of the other comments have to do with learning disabilities and social impaired. Thank you. They require special care.

You mentioned, little quantities, when do you adjust to help?

I think that is generally a reference because we want to overwhelm people with everything we have. It is being tested to people's body language.

I agree. When you have the person in front of you, you should be very receptive to what they are communicating both verbally and with her body.

The flipside of that, is, for me at least, how to gauge -- of the patron has a lot of interest in you are short of time, give what you can give it at some point you may have to triage. If the first person asks a lot of questions, go to the next person and return to the first person as you are able. In a busy Larry, you can't necessarily spend 40 minutes straight with a present. You may have the get them started and come back to them.

Okay. I see Eileen's question about texting through the web. I prefer this to actually texting on the phone. I think the most leverage, if they were to institute a text reference service would have an interface where you can actually type in the answer. When you are doing this, be mindful of how many characters that you are using. I know a lot of text messages are 160 characters or less. It is very important that you keep your answers brief. They will appear on the patrons so like you have texted it from the toe.

So interesting answers -- answers your. Some people think teens are fun. I'm interested that it is the mixed response. Of course everybody is different. I'm Christine's are different.

Nancy writes, how to deal with patrons who have very limited patience for an interview. They want the information out. This can be addressed in the say we were handle another situation. I feel like I might be surprising people with "you. Sometimes, depending on the nature of the question, your "she response could come across as borderline nosy. So, thank you both of those situations, it cannot hurt to just stop and say to the library user, sorry, but I'm asking you these questions so that I may help you. So for the impatient person and the person of around you maybe had to ask a semi-personal question, just throw in an ontology and explain why you are asking. That seems affected.

I see a question about any specific tips on handling college students. I don't know. I guess, the usual respect, communicate, and encourage them to show you actual assignments of October. And, hold back on

judgment. I would encourage them to use databases and encourage them that these are life skills, not just library skills.

Actually, did we talk about texting through web. We did. Susan, that the technology needs to be developed one. Probably it does. I know that it can be challenging to her for patrons to resources through texting. But you can also give a URL as a tiny URL. That way it takes less space. Tiny URL. A just google it to find it.

There's a question on how to handle reference question.

I really have not had experience with TTY phones. I would research the and get back to you Sandra.

Center asks -- what about people with special communication. When I give -- if you don't have a big one, it is the opposite of what we want to do in terms of approachability, but sometimes, and please, you know, people chime in, it can help to just say, our love to talk more but I do have work I need to do. At some point, you do need to move on from people. Another thing, and this only works if it is a regular, staff members can work together and do the old, hello Jane, I need to talk to him back and pull you away from the desk for a moment. It can break the conversation at least. Any other thoughts on that?

No, you covered that.

I noticed there are a lot of questions about, what web text interface people should use. Ilene was kind enough to write in a URL. Other participants wrote in with days. My presentation was mostly about the guidelines with using these technologies.

All right. Okay. Good. Here is a question about -- teams when they don't have the words to express. They have carriers.

Those are all very is. Gentle probing, gentle Thoreau probing as all we can do really. Bring back the assignment or call somebody and get it. Stuff like that. But, see those interviews with teens are opportunities. They are challenging sometimes but there really aren't any to make it a positive experience. Those are our future taxpayers.

As it is, the jury about patrons cannot accept don't expect us to be instant human search engines. I completely agree. That is why you should try to personalize it -- interaction by using the patrons name and closing with can help you more. Please come back. Also, remind the patron that they can come to the library anytime. Put it into the context. Don't let them think that it is just something that's for project. I completely agree.

I do try to send home kits.

Another similar question, many students are skeptical of databases being as reliable as print. How to ease their worries?

The idea of contacting teachers is not a bad idea. They don't seem to be informed about the databases often. Way to reassure students is going into the database and showing them, for one thing, where is the information pulled from. Is not like the ocean of garbage that is on Google. You paid for. Is organized. It tells you where it is from, how to set it, and other information.

Right. I tell library patrons that they should cite the source, not the electronic database.

Interesting. Right

I remind them that they can do that.

Sometimes they have page numbers. A lot of times articles and databases list the page number. I wonder though, for materials from databases that aren't electronic versions of print journal and magazine tackles, does anybody to just handwritten notes to teachers say, we didn't have anything in print but this is what we have? So, the student can walk away with something. I tend to think that a lot of students could get a little panicky about the requirement.

I like that idea.

We used to have a form saying, this was way back, before the Internet, but it was a holdover from before, we had a form that said, sorry we didn't have materials on your students topic today. Now, that might not be useful anymore, but sometimes the handwritten note -- and one thing I have done is use a library address stamp on it so that the teacher doesn't think it is forgery. It will set students at ease a little bit.

I like that idea. I do that occasionally as well.

Do we answer the question about helping multiple unrelated questions?

I addressed it a little bit about question triage. I didn't address the question about related questions as a but he wants to take a left.

Let me take it over and I can call you later or something like that.

In some cases, the patron will be reluctant to get a phone number. So --

That is a thorny issue.

Yes, I agree.

Satoru Smith supplied a link for a really service in California.

Sarah said, in a previous business, we don't form for lack of materials found. Yes.) Idea.

There is a good question about asking the patron their name in person. I would be interested in other peoples views on this. I don't tend to do that. I worked in a small community Library. We have a lot of regulars. For me, personally, I tend to get a little sensitive to the users needs about their views of privacy. For me personally, I will only use people's names or ask them their names if they are regulars and we already have many month long report. What do other people think that?

I recommend doing that in person also.

You would do that sooner in the relationship?

It depends. I would not say it is a hard and fast rule.

Get a read from the present. Are the formal or of the award were person etc.

I think it is easier to ask a child's name when she is working on a report that it is to ask the patron asking a general question.

Yes.

I don't always ask patrons things.

We have people checking in about giving after -- yes, we do have forms to say that the student came in and we could not find anything in print. That is interesting. A fair amount of levers to have that. One person said, they held an in-service for teachers on how to use the database. I think that is great. Really great.

Yes.

Okay. Okay.

Right.

Have we answered all of the questions?

I think so.

We are on the top of the hour. That is a good time to wrap up.

Thank you all for attending.

Out like to think our presenters who did a great job. Thanks everybody for attending. Is a reminder, the webinar will be archived and the archive will be available later this afternoon. Thanks again for attending and we will see you at the next what -- webinar.

Thank you.

Thank you.

[Event Concluded]