

**#HYPERLIB**

**SAMPLE PAGES FROM  
DIRECTOR'S BRIEFS**

**US THESE FOR  
INSPIRATION FOR  
FORMATTING, DESIGN  
AND CONTENT.**



INFO 287-10  
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# DIRECTOR'S BRIEF 2017

Mobile Computing Device Library

## OBJECTIVE

An examination of the benefits and potential pitfalls to incorporating data collection, analyzation and visualization to assist in making well-informed decisions about adapting library services.

## EXECUTIVE SUMMARY

Historically libraries have struggled to find useful tools that can help reveal who is using the library and how they are using it so that the “next generation of relevant and useful services” can be developed.<sup>1</sup> Another challenge is trying to do more with less while facing shrinking budgets and resources. But with the gathering of data, “sophisticated analytics can substantially improve decision making, minimize risks, and unearth valuable insights that would otherwise remain hidden.”<sup>2</sup> Collecting and analyzing data enables library staff to quickly “identify patterns and trends to determine relevant future strategies.”<sup>3</sup> This effectively removes the guesswork often associated with strategic planning.

## INTRODUCTION

Every decision starts with data. Innovation and growth simply cannot take place without it. In the age of information, data is everywhere. “In 2010, the quantity of information transmitted globally exceeded 1 [zettabyte](#) for the first time, and is expected to double every two years...[One year of data] amounts to several million times that contained in all books ever written.”<sup>4</sup> The collection, analyzation, and visualization of data is increasingly becoming a vital part of any organization. The development of new technologies is making it easier and more cost effective to leverage data to improve a library’s efficiency, productivity, and service models.

## DATA AND ITS RELATED TERMS

While this document seeks to take a closer look at how libraries can utilize all types of data, it is important to characterize the current trend, Big Data. “Big Data, loosely defined, is the ability to gather, analyze, interpret and most importantly act on large volumes of data to identify and solve problems.”<sup>5</sup> Big Data contains large amounts of unstructured or raw data. Traditional data sources obviously contain smaller amounts and tend to be more controlled.

Big Data is often identified by three V’s.<sup>6</sup>

**VOLUME:** The amount of data generated and collected.

**VELOCITY:** The speed at which data is analyzed.

**VARIETY:** The diversity of the types of data collected.

I will add a fourth.

**VISUALIZATION:** Data presented in a readable and accessible form.

Because of the volume and variety of Big Data, algorithms, or mathematical formula, must be used to process and analyze it.

Viktor Mayer-Schönberger, co-author of the book, *Big Data*, explained in a recent presentation to information professionals that “every additional data point is an opportunity to boost customer

**Cristi Burroughs**  
**The Green Valley Library**

**Director's Brief:**  
**AnySpace Arts & Crafts Creation Lab**

***Objective***

To create a mobile creation lab called *AnySpace* targeting programming for our community of adult patrons. The goal of this arts and crafts creation lab will be to provide a creative community space with technology and tools where adult library community members can feel free to learn and create.

Programming in public libraries focus a great deal on providing creative opportunities for children and teens, but adult populations do not always receive the same consideration. In recent years the popularity of such activities as adult coloring books has made it more accepted that adults should additionally be offered the tools and opportunities for exploring their creative endeavors. Yet the possibilities of adult creative programming can extend beyond just coloring activities. No matter at what age, everyone deserves the chance to explore, discover, and express their creative possibilities. The proposed arts and crafts creation lab of *AnySpace* will do just that.

***Executive Summary***

In the last two years, the library has seen high attendance of our STEAM programming, bringing creative and innovative opportunities to children and teen populations of our community. Although the library district offers adult creative programming opportunities as well, nevertheless, with the popularity of Makerspaces, Fab Labs, and Hackerspaces in public libraries around the world we have come to the realization that we can offer more opportunities to our adult users to become more engaged with the library and each other. To meet current trends, the proposed *AnySpace* initiative will be able to move the library forward to develop and implement engaging and creative programming opportunities for our community of adult users, providing access to art, technology, tools, and instructional content. Such participatory learning will help us to meet our adult users' needs and take the library a step closer to successfully accomplishing our goal of enhancing the library today and into the future.





A coffeehouse/Genius Bar allows informal communication and collaboration (Holland, 2015)

bar for those that need help with Wi-Fi, mobile devices, printing, school applications, media and music room support, and other general tech information for the learning commons.

The fourth area would be the *performance* area. Author visits, poetry slams, debates, and movie nights would be a few of the possible uses for this small stage with

screen, projector, and portable microphone system. Class performances and presentations for groups from ten to one hundred could be accommodated with the flexible space available.



CHS student, Khamal, Poetry Slam (Iwuanyanwu, 2015)



Non-loadbearing interior walls that can be easily moved (Demco, 2016)

Interior components would include moveable bookcases and non-loadbearing interior walls, and modular furniture that would permit the interchange of spaces within the learning commons for various activities to take place. The *performance* area flows into the café as needed. The *inspiration* area flows into the *instruction* area.

As larger or smaller spaces are required, the learning commons can accommodate the need. The nature of the space would allow students and staff to vary the function of the learning activities to fit their desires on any given day. A participatory culture, in which students drive the agenda, could be facilitated.

After school, a portion of the learning commons will be occupied by College Bound, the after school tutoring program run by the Boys & Girls Club, and office and storage space will be provided for them. At the same time, the learning commons will stay open until 6:00 p.m. each night, with access to the café and space for studying. During these hours, clubs can reserve time to use the *inspiration* space, including the video production, music production, and Makerspace rooms.