

# Chapter 6

Bulgarian  
Smart ICT 3.0  
New Libraries  
Services

## OER



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## 6.1. Current State of Varna Public Library<sup>1</sup>

Pencho Slaveykov Public Library in Varna was founded in 1883. It is a public institution supported by the municipality and the government. The library has been depository of the Bulgarian national literature since 1945. It is a regional library and centre for consulting other libraries in the North-East part of the country.

Latest statistic have shown that library collections number over 860 000 volumes of books, periodicals and other materials. 30% of our users are under 18 years old. Library collects and offers books and periodicals, manuscripts and archival documents, albums, cartographic publications, official documents, standards, written music, records, audio and video cassettes, CDs and DVDs. In its Regional History Dept. there is a unique and full collection of periodicals printed in Varna after 1880.

The Library is a member of the Bulgarian Library Association and a partner in a number of European non-governmental cultural programs and international projects.

The Library is situated in a city of 400 000 inhabitants, with regional responsibilities in an area of significant change. An increase in the number of adults with only a lower-level education highlights the risks of social exclusion and lost local traditions and is of deep concern for the library.

Current training activities for adults include cooperation with community groups serving seniors, maintaining collections and services of special interest to adults and workshops/one-to-one training on how to use new technologies. The last few years Public Library - Varna uses a method of active-learning for adults' trainings. The library has strong partnership with Centers for Rehabilitation and Social Integration and Senior Day Care.

The Library is one of the leading organizations in Bulgaria in the field of digitization. It started to digitize its rare and unique collections of serials, post-cards, photos, maps etc. several years ago. In 2008 Pencho Slaveykov Regional Library set up the *Varna Digital Library* – a virtual service which provides access to library's and its partner-museums' digitized materials.

Pencho Slaveykov Regional Library was the Bulgarian content provider in EuropeanaLocal project, where an OAI-PMH repository was set up for aggregating the Bulgarian libraries and museums content. The Library still remains the biggest Bulgarian content data provider for Europeana and also operates as an Aggregator since 2011.

The library participates in a variety of international projects, the main important of which are:

- **LoCloud** - (2013 – 2016) a Best Practice Network co-funded under the CIP ICT-PSP programme of the European Commission which will enrich the Europeana content. LoCloud is supporting **small and medium-sized institutions** in making their content and metadata available to Europeana, by exploring the potential of cloud computing Technologies.
- **Europeana Awareness** project. – (2011-2014) a best Practice Network, led by the Europeana Foundation, designed to publicize Europeana to users, policy makers, politicians and cultural heritage organisations in every Member State so as to encourage the use and contribution of content, raise awareness of cultural heritage as an economic driver and promote knowledge transfer.
- **NTVIS** (2012-2014) – a Grundtvig partnership introduces the concept of New Visual Literacy bringing together Youth and seniors to cooperate in a common framework and thus foster new transgenerational learning contents.

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<sup>1</sup> This part of the text is copied from Chapter 2 (IO1), in order to keep the integrity of the text.

- **Digital Literacy 2.0** project – (2012-2013) a project funded by ICT KA3 programme that aims to help you use Web2.0 applications in your everyday life.
- **EuropeanaLocal project** – (2008-2011) a project funded by *eContentplus* programme. EuropeanaLocal is Europeana satellite project, which main goal is to preserve local libraries, museums and archive heritage. Public Library Varna is a regional content provider.
- **LL4S Partnership** – LifeLong Learning for Seniors – (2008-2010) a Grundtvig partnership which main goal is to create new methods for informal and non-formal education especially designed for seniors over 60+.

After the official end of the project the ICT workshops for seniors become sustainable service and took part in the Library's seasonal calendar with 8 - 10 workshops per year.

In 2015 the Library possessed 870 000 volumes of books, periodicals and other non-book materials in its storage facilities. The library is the most democratic institution on the territory of Varna which is accessible to everyone. There are about 130 000 visits at the library registered per the year and more 250 000 volumes in circulation. Fifty-five specialists of high qualification in different fields of science - bibliography and library science humanities, computer engineers work in the library.

The technological library processing of the books and documents and all of the users services have been computerized since 1990. The library provides both traditional and computer catalogue of:

- books and non-books materials;
- periodicals publications;
- reference information;
- information about Varna and its region;
- rare books and books of true merit;

Free Internet access has been provided to the users since 1993.

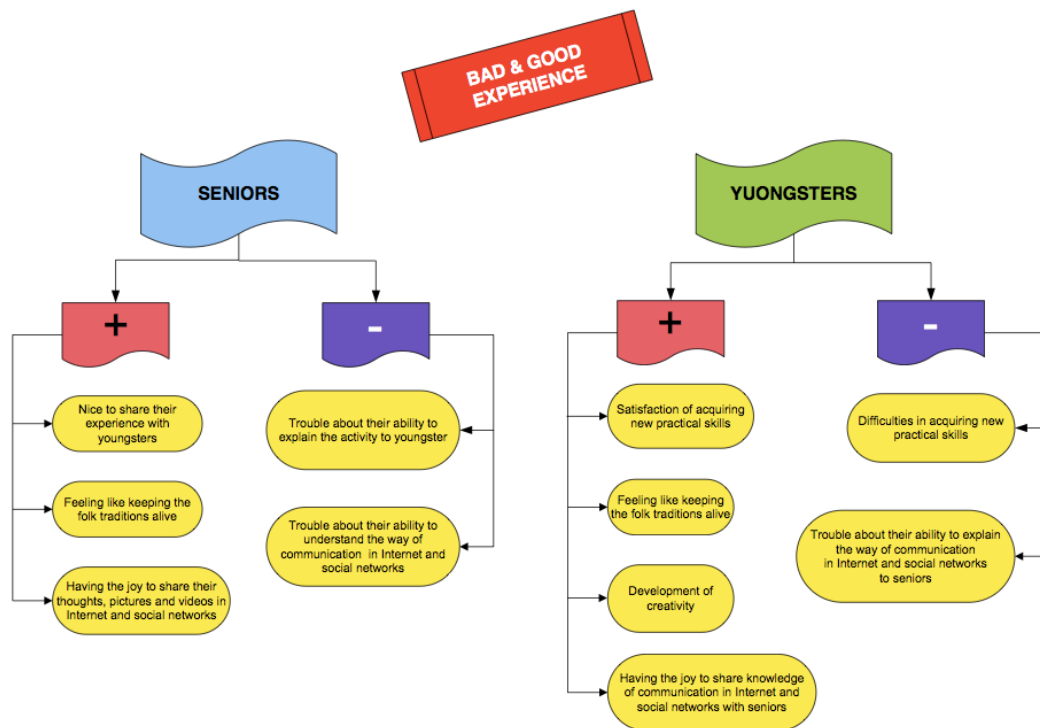
The library has produced and published over 200 bibliographies and references.

Currently Library provides training services for adult users, for librarians and for other professionals.

### 6.1.1. Services for Adults

Started in 2008 with a project called 'Lifelong Learning for Senior Citizens – LL4S' the service became sustainable over the next years. Current training activities for adults include cooperation with community groups serving seniors, maintaining collections and services of special interest to adults and workshops/one-to-one training on how to use new technologies. The last few years Public Library - Varna uses a method of active-learning for adults' trainings. The library has strong partnership with Centres for Rehabilitation and Social Integration and Senior Day Care. The library has strong partnership with VET schools and training centres.

More than 39 training courses for adults have been run since 2008. More than 400 people were trained How to use ICT in the everyday life.



Adults are scared of using computers and feel trouble about their ability to understand the way of communication in Internet and social networks. On the other hand they have joy to share their thoughts, pictures and videos in Internet and social networks.

### 6.1.2. Trainings for Librarians

The modern library develops in different aspects with the main aim to satisfy user's requirements. One of them is in the sphere of informal vocational education and training of the audience that needs library and bibliographic information and in highly qualifying library experts. The Public Library has got a leading role in the field because of its regional methodological functions for the particular region to optimize the activities at its municipal and community libraries. As an educational center with rich experience, Pencho Slaveykov Public Library in Varna meets the necessity to improve the qualifications of library experts aiming enhancement of their skills and competencies as tutors in professional field 'Librarian'.

Library focuses on developing skills for construction and implementation of innovative practices into the educational process and teaching. The activities are concentrated on the improvement of the functionality of the used teaching methods developed as users' oriented services.

As a result of participation in several European projects focused on non- and informal learning, Public Library Varna analyses librarians' and professionals' needs. This analysis formulates the difficulties of systematic usage of ICT and Web 2.0 faced by the librarians in their routine. In the analysis the training need is clearly pointed, as well as the librarians' intention of developing new smart user-centered services. The lack of knowledge and skills is the bottleneck for development and implementation of such services.

In the few projects run last two years Public Library uses the method of Service Design and reveals the construction of intuitive interface.

That method supports the development of effective analytical and creative approaches in service design.

The educated end user in the project realizes as a Tutor - Provider of vocational educational services and his potential learner - User.

### **6.1.3. Trainings for Professionals**

In all projects Public Library Varna follows an ICT based train-the-trainer and qualify-the-users approach. It sets out to develop and implement training programmes for staff in non- and informal learning settings such as Public Libraries, community and care centres to enable them to use Web 2.0, and to offer provision of ICT based non-formal learning. Once the people are trained, it was intended that these staff members would enable new users of the Internet to develop the skills and knowledge needed to make full and safe use of the World Wide Web, improving their motivation to learn.

## **6.2. Service Co-design and Methodology Development through Workshops**

Workshops organized for co-designing and defining services with users and librarians and experimenting with different innovative methodologies to develop Xlibris Methodology tool set as well as finding the best possible way to benefit from each methodology with the purpose of service co-design. A three days workshop was organized at Pencho Slaveykov Regional Library (Varna Public Library) in Varna, Bulgaria between 28-30 July 2015. Workshops organized in Varna were the last co-design workshops within the Project and helped fine-tuning the Xlibris Methodology following all the iterative workshops in partner institutions.

### **6.2.1. Participants - User Workshop**

User with different profiles, professions, backgrounds and from different age groups participated in co-creation workshop on 28<sup>th</sup> July 2015.

#### **Moderator**

Daniel Weiss (ISES, Spain)

#### **Staff from Pencho Slaveykov Regional Library**

Radka Kalcheva

Emil Demirev

Temenuga Kalcheva

#### **Project Partners (Observers)**

Serap Kurbanoglu (Hacettepe University, Turkey)

Tolga Çakmak (Hacettepe University, Turkey)

Skirmante Petraitiene (Radviliskis SSPC, Lithuania)

Egidius Dailionis (Radviliskis SSPC, Lithuania)

Carola Dierich (Wisamar, Germany)

Angela Hirsch (Gemeinde Kabelsketal, Germany)

Kurt Hambacher (Gemeinde Kabelsketal, Germany)

#### **Users**

Ana Ivanova (Teacher)

Daniela Schulz (Housewife)

Diana Demireva (University Student)

Ekaterina Schulz (High School Student)

Elena Vladova (Journalist)

Ivan Hristov (Pensioner)

Irena Hristova (Teacher)

Mariya Dimitrova (Teacher)  
Mariyana Ruhova (Teacher)  
Radostina Nikolova (Psychologist)  
Redzheb Shabanov (Photographer)  
Stanislav Milkov (University Student)  
Stela Kostova (Curator)  
Todorka Stoyanova (Naval Museum)  
Valentina Panayotova (Pensioner)  
Yana Slavova (Teacher)

### **6.2.2. Aims and Goals – User Workshop**

The main goal of this workshop was to identify what kind of new SMART ICT services users need and what they would like to be provided by the library. The new services need to be either user centered and web 2.0 based. During the workshop users were trained to develop a number of services by the use of innovative methodologies such Lego Serious Play®, Business Model YOU®, Prototyping. These methods enabled them to co-design at least 5 new smart ICT-based or ICT-related services.

The models they developed have been analyzed by Pencho Slaveykov Regional Library staff and suggested to the Librarians workshop to be re-designed and re-developed as 5 new ICT services which could be implemented in the Library work as a part of X-LIBRIS outcomes (IO5).

This workshop gave also opportunity to project partners to adjust Xlibris Methodology.

### **6.2.3. Preparations – User Workshop**

Since it was the last project workshop and the only one, which was run in a public library with a significant numbers of visits, the preparation took not so long time but was very carefully planned. At the Leipzig meeting it was discussed and agreed by all partners that two planned workshops in Varna: for librarians and end-users would be switched. The end-user workshop will be run first and based on its results the librarians will capitalize the new services on the next two days. It was also decided that the users' workshop will be fixed to one full-day instead of two full-days.

The workshop participants were selected by the Library staff and all of them are active library users. Participation was by invitation and special attention was paid to invite variety of users with different profiles. Special attention was also paid in keeping a balance among different age groups. We realized that we could not keep the balance between genders (only 3 of 16 participants were male -18%).

All participants were provided with basic information about the project and the goals of the workshop. They were sent a draft program in advance. It is decided that it would be better if they were not so familiar with the methods and tools used in the workshop.

As a part of the preparation a rehearsal workshop was run in the day before. 6 librarians from Pencho Slaveykov Regional Library and 6 partners took part into the rehearsal with a total duration of 3.5 hours. Only the basic elements of the workshop were tested. This activity gave an opportunity to the Convener to adjust timing for every activity; to shift the order of some of the activities and to make some final fine-tunes.

The Room was prepared one day before (a projector, modular tables, chairs, big size paper (80x80), post-its, colourful pens, etc were provided). A professional for video recording was provided by the Library.

### **6.2.4. Tools and Methodologies – User Workshop**

A collection of tools and methodologies were used to test and construct the Xlibris Methodology set.



### **Lego® Serious Play®**

Lego® Serious Play® (LSP) methodology enables participants to understand the dynamic, interlaced systems with many feedback loops on the personal side with four steps: Challenging with questions, constructing, sharing through metaphors and reflecting.

**Posing the Question:** The challenge, which should have no obvious or correct solution, is presented to the participants. The framing of the challenge is clear and concise for participants to connect.

**Construct:** Participants make sense of what they know and what they can imagine by constructing a model using the LEGO® materials, and develop a story covering the meaning in the model. Through this process, participants construct new knowledge in their mind.

**Sharing:** The stories are shared among the participants.

**Reflect:** As a way of internalizing and grounding the story, participants are encouraged to reflect on what was heard or seen in the model.

Innovation requires engagement that goes well beyond crowdsourcing: it requires a user centric approach, and it demands for collaborative and constructive processes where participants build ideas and concepts, negotiate meaning and engage in creative activities together to create mutual value – value for the system and for the learners. Values that go into the design and development of a better user experience that target needs and values that are latent, subconscious and that LEGO® Serious Play® can surface. In such a perspective, LSP is the beating, engaging and revealing heart of a co-creation experience, helping organisations and users to engage in constructive conversations to build together, iteratively, the next user experience, innovating services and products together.

### **Prototyping**

A prototype is an early sample or model of a product built to test a concept or process or to act as a thing to be replicated or learned from. It is a term used in a variety of contexts. A prototype is designed to test and try a new design to enhance precision by creators. Prototyping serves to provide specifications for a real, working system rather than a theoretical one. Creating a prototype is the step between the formalization and the evaluation of an idea.

Service prototyping is the activity of creating prototypes of a service, in other words creating an incomplete version of the service. A prototype typically simulates only a few aspects of, and may be completely different from, the final product. Prototyping has several benefits: Getting valuable feedback from the users early in the project is one of these benefits.










### **Business Model You®**

A personal business model is the logic by which an individual creates and delivers something valuable to customers. The Business Model You® methodology applies principles of entrepreneurship to the work we do as individuals. Traditionally these principles were applied only to organisations. It helps to describe, clarify, improve or reinvent the service model.


Combining the power of Lego® Serious Play® and BMYOU helps to extract in a meaningful way what the value proposition is.

Name: \_\_\_\_\_

## 's Personal Business Model Canvas

<b>Who do you work with?</b> <b>Who supports you?</b> <i>(Key Partners)</i> 	<b>What are your favorite things to do at school?</b> <b>Outside of school?</b> <i>(Key Activities)</i> 	<b>How do you help others?</b> <i>(Value Provided)</i> 	<b>How do you communicate with the people you help?</b> <i>(Customer Relationships)</i> 	<b>Who do you like to help?</b> <i>(Customers)</i> 
<b>What kind of person are you? What do you like? What do you know how to do?</b> <i>(Key Resources)</i> 		<b>How do people find out about you?</b> <b>How do you deliver help to others?</b> <i>(Channels)</i> 		
<b>What do you give up (time, energy, etc.) in order to help?</b> <i>(Costs)</i> 			<b>What do you get in return for helping others?</b> <i>(Rewards)</i> 	

BusinessModelYou.com – The Personal Canvas is a derivative work from BusinessModelGeneration.com, and is licensed under Creative Commons CC BY-SA 3.0. To view a copy of this license, visit <http://creativecommons.org/licenses/by-sa/3.0/>



### 6.2.5. Implementation and Lessons Learned - User Workshop

Participants were welcomed by Emiliya Milkova, Director of Pencho Slaveykov Regional Library and Daniel Weiss, the workshop moderator.

**The Scenario:** It was defined and pre-set that for the workshop purposes the Library would be replaced with a restaurant and all participants would be cooks who had to offer new dishes or to improve the existing ones by adding specific spices. In this metaphor the Restaurant is Pencho Slaveykov Regional Library, the new dish with specific spice is a new or an existing library service, the cook is the workshop participant.

1. The Workshop started with Alignment Game. Duration: 5 min. The main aim of the alignment game is to build a team. 16 people played the game. 12 people were given 12 rules with a specific mission, one per participant. 4 participants were given a mission of observers. They had to follow the rules and design a particular model using Lego pieces. The participants were allowed to communicate but not to speak.

**Notes and lessons learned:** The participants did not succeed at first time. Participants were given a second chance to play the game (for 3 min). This time the result was better as it was experienced before. Participants learn their lesson if they are given the second chance.

The conclusion reached after the game is that this is a very useful activity as proved in previous workshops at partner institutions and should remain as a part of Xlibris Methodology set.

2. Lego® Serious Play® activity: Build a Duck. Duration: 1 min. The aim of this activity is to show diversity between people. Every participant was given a pack containing exactly the same numbers of yellow and red Lego bricks and was asked to build a model of a duck. Everybody knows what a

duck is but everyone interpreted it in a different way and as a result the participants produced 16 different models.

**Notes:** The participants managed to build a duck very fast. Two models were similar but not the same. Participants have different vision even they are asked to build one and the same object.

The conclusion reached is that this is a very useful activity to point out individual differences and importance of team work (different point of views) as proved in previous workshops at partner institutions and should remain as a part of Xlibris Methodology set.

3. Perception exercise FLIP or FLOP and Rabbit or Duck. Duration: 5 min. The concept of this game is to show that people see things in a different way. They can look at the same image and could have different interpretations. Participants were asked to define what they see. Depending on their angle and perceptions they saw different things.

**Notes and lessons learned:** This was also one of the successful activities with the Xlibris tool set. Once more it is proved to be useful to display individual differences and the importance of team work.

4. Observation Video. Duration: 15 min. The participants watched the video presenting a murder (Whodunnit!). The aim of this exercise was pointing out the fact that we might not notice (see) some very obvious things if we are not paying attention. Participants asked how many changes they noticed in the scene in which the crime had been committed. Participants were more successful at the second run. Some participants noticed more changes than the others, however no one could name all 21 changes.

**Notes and lessons learned:** This activity was focused on participants' observation skills and its importance. This is also decided to be kept among Xlibris activities.

5. Lego® Serious Play® activity: Build a Model of Your Choice. Duration: 40 min. The participants were told to build whatever they want with Lego bricks under no specific topic. When the models were constructed every participant picked a joker card with a word written on it. The real challenge was to make a connection and explain how his/her model could be connected to the word written on the joker card s/he had picked. Eventually they explained shortly what they had wanted to build initially.

**Notes and lessons learned:** Most of the participants enjoyed this activity and managed to make a connection with the word given; only one of them was a little confused and could not make it. Participants were able to create metaphors unconsciously and were quite successful in story telling. It was noted that this could be used as a warm up activity forgetting acquainted with Lego® Serious Play® and Story Telling.

6. Lego® Serious Play® activity: Build a model of your vision for Varna Library in 5 year. Duration: 60 min. The participants were asked to build a Lego model of what they wanted to have in their library (15 min for model construction). After completing model construction participants presented their models and workshop moderators extracted the most important elements of the models and created a colour post-it map on a flipchart.

The essence of the models are as follows:

- Library as a physical space – to be open and comfortable place where people could work together; a place suitable for both parents and children; a meeting place for connecting people; and a place for clubs for interests.

- Ideas about meetings and performances.
- Co-operation with schools and museums.
- E-readers with possibility to download e-books.
- Audio books.
- Fiction books accessible online

**Notes and lessons learned:** The participants designed various models with very interesting ideas for the library. Some services proposed by the participants are already available in Pencho Slaveykov Regional library, but the users don't have enough information about them. This could be considered as an indicator of the lack of information flow between the library and users and lack of marketing.

Every participant created her/his vision of the library services as a reflection of her/his own professional interest and special needs. This proves the importance of user-centered service design as well as service co-design with users. Lego Serious Play proved to be one of the most important methodologies with the Xlibris tools.

7. A presentation video of a BookFace competition in Istanbul. The Convener explained some similar activities run in a project framework and reminded to the users that all library services they have to create during the workshop must be connected with social media/smart ICT.
8. Lego® Serious Play® activity: Build a shared model for Varna Library in 5 year. Duration: 80 min. Participants were divided in to 4 groups (3 people each) based on the personal models they had created in the first part of the workshop. Each group was asked to develop one common model in 20 min. Each group presented the common model. The participants focused mostly on the library building instead of the library services.

Ideas from shared models:

- Group study rooms
- Clubs for interests
- Fairytale hour
- Audio books
- Book delivery service
- Kids reading to kids and kids reading to animals
- Library as a Hub – connections between cultural institutions.

**Notes and lessons learned:** After the workshop the project partners agreed that it is necessary to re-formulated the question about the vision of the Library and to ask the Librarians not to think about the vision but for services.

9. Workshop feedback and evaluation. Duration: 15 min. Participants asked to fill in the evaluation form and the summary of answers are attached in the workshop report.

The main comments mentioned in evaluation forms are:

- Better marketing and communication with users about the services. More advertising is needed.
- Promotion of the library services
- Closer look at particular applications and programs, which are used at the moment
- Detailed information about the new and upcoming services in the library
- Inspiring approaches in the workshop
- Glad to be involved in developing SMART library services

- They will be glad to find in their library not only books but audio books, e-books, clubs for interests, place for reading with kids and other attractive activities.

## **General Conclusions**

1. The workshop rehearsal did give the Convener the opportunity to optimize the training model and the methodology.
2. There were no language problems. Some of the participants have some English knowledge and managed to present their ideas without any help for translation.
3. Few of services developed by users were similar to those developed by the Librarians.

### **6.2.6. Participants - Librarian Workshop**

Sixteen librarians both from Pencho Slaveykov Regional Library, Varna and other public libraries in the region participated in co-creation workshops between 29-30 July 2015.

#### **Moderator**

Daniel Weiss (ISES, Spain)

#### **Pencho Slaveykov Regional Library Staff**

Radka Kalcheva

Emil Demirev

Temenuga Kalcheva

#### **Project Partners (Facilitators)**

Serap Kurbanoglu (Hacettepe University, Turkey)

Tolga Çakmak (Hacettepe University, Turkey)

Skirmante Petraitiene (Radviliskis SSPC, Lithuania)

Egidius Dailidonis (Radviliskis SSPC, Lithuania)

Carola Dierich (Wisamar, Germany)

Angela Hirsch (Gemeinde Kabelsketal, Germany)

Kurt Hambacher (Gemeinde Kabelsketal, Germany)

#### **Librarians**

Daniela Ilieva (Pencho Slaveykov Regional Library, Varna)

Denitsa Cholakova (Pencho Slaveykov Regional Library, Varna)

Galina Dzheranova (Chitalishte Library Vasil Levski, Galata)

Galina Nikolova (Chitalishte Library Otets Paisiy 1934, Varna)

Iveta Dimitrova (Pencho Slaveykov Regional Library, Varna)

Katya Todorova (Chitalishte Library Svetlina 1904, village of Belogradets)

Kristiana Dimcheva (Pencho Slaveykov Regional Library, Varna)

Liliya Tranova (Chitalishte Library Probuda 1922, village of Staro Oryahovo)

Mirena Ivanova (Chitalishte Library Prosveta 1900, town of Devnya)

Nadya Georgieva (Chitalishte Library Probuda 1930, village of Strashimirovo)

Petya Hristova (Pencho Slaveykov Regional Library, Varna)

Sevinch Ismailova (Chitalishte Library Saznanie 1926, town of Beloslav)

Stanislava Dimitrova (Pencho Slaveykov Regional Library, Varna)

Stoyanka Balgaranova (Iskra Chitalishte Library, village of Ezerovo)

Vanya Trandova (Pencho Slaveykov Regional Library, Varna)

Yanka Zhelyazkova (Chitalishte Library Probuda 1905, village of Venelin)

### 6.2.7. Aims and Goals – Librarian Workshop

The main goal of this workshop was to identify what exact new SMART ICT services users need. The new services need to be both user oriented and web 2.0/smart ICT based. The innovative methodologies included Lego Serious Play®, Business Model YOU®, Storytelling and Prototyping were used. These methods enabled Librarians to design 5 new smart ICT based/related services.

The services they developed will be analyzed by Pencho Slaveykov Regional Library staff and suggested to the Library management for implementing into the Library. They will be also a part of the outcomes of the Xlibris Project (IO5).

This workshop gave also opportunity to Xlibris project partners to further adjust and fine-tune Xlibris Methodology.

### 6.2.8. Preparations – Librarian Workshop

Half of the participants selected from small villages in Varna region working for Chitalishte libraries. Chitalishte is a typical Bulgarian public institution and building which fulfills several functions at once, such as a community centre, library and a theatre. Half of them were from Pencho Slaveykov Regional Library.

Participation was by invitation and special attention was paid to invite librarians who desire to turn their libraries into modern institutions by providing innovative ICT services. It was not possible to keep a balance among different age groups and between genders because it is a female dominant sector and 99% of the staff is women.

A special SMORE flyer was produced in advance. It provided specific information about the workshop but not in details. The librarians were sent a draft program in advance. It was considered to be better if they are not so familiar with the methods and tools which will be used during the workshop.

The BMYOU Canvas was adapted and translated in Bulgarian Language in order to help the Librarians in developing their services (there was no English language requirements).

The Room was prepared one day before (a projector, modular tables, chairs, big size paper (80x80), post-its, colourful pens, etc were provided). A professional for video recording was provided by the Library.

### 6.2.9. Tools and Methodologies – Librarian Workshop

A collection of tools and methodologies were used to test and construct the Xlibris Methodology set.

#### **Lego® Serious Play®**

Lego® Serious Play® (LSP) methodology enables participants to understand the dynamic, interlaced systems with many feedback loops on the personal side with four steps: Challenging with questions, constructing, sharing through methaptors and reflecting.

**Posing the Question:** The challenge, which should have no obvious or correct solution, is presented to the participants. The framing of the challenge is clear and concise for participants to connect.

**Construct:** Participants make sense of what they know and what they can imagine by constructing a model using the LEGO® materials, and develop a story covering the meaning in the model. Through this process, participants construct new knowledge in their mind.

**Sharing:** The stories are shared among the participants.

**Reflect:** As a way of internalizing and grounding the story, participants are encouraged to reflect on what was heard or seen in the model.

Innovation requires engagement that goes well beyond crowdsourcing: it requires a user centric approach, and it demands for collaborative and constructive processes where participants build ideas and concepts, negotiate meaning and engage in creative activities together to create mutual value – value for the system and for the learners. Values that go into the design and development of a better user experience that target needs and values that are latent, subconscious and that LEGO® Serious Play® can surface. In such a perspective, LSP is the beating, engaging and revealing heart of a co-creation experience, helping organisations and users to engage in constructive conversations to build together, iteratively, the next user experience, innovating services and products together.

### **Business Model You®**

A personal business model is the logic by which an individual creates and delivers something valuable to customers. The Business Model You® methodology applies principles of entrepreneurship to the work we do as individuals. Traditionally these principles were applied only to organisations. It helps to describe, clarify, improve or reinvent the service model.

Combining the power of Lego® Serious Play® and BMYOU helps to extract in a meaningful way what the value proposition is.

### **Prototyping**

A prototype is an early sample or model of a product built to test a concept or process or to act as a thing to be replicated or learned from. It is a term used in a variety of contexts. A prototype is designed to test and try a new design to enhance precision by creators. Prototyping serves to provide specifications for a real, working system rather than a theoretical one. Creating a prototype is the step between the formalization and the evaluation of an idea.

Service prototyping is the activity of creating prototypes of a service, in other words creating an incomplete version of the service. A prototype typically simulates only a few aspects of, and may be completely different from, the final product. Prototyping has several benefits: Getting valuable feedback from the users early in the project is one of these benefits.

## **6.2.10. Implementation and Lessons Learned - Librarian Workshop**

Librarians' workshop lasted for two days.

### **Day 1 – 29<sup>th</sup> July 2015**

Participants were welcomed by Emiliya Milkova, Director of Pencho Slaveykov Regional Library and Daniel Weiss the workshop moderator.

**The Scenario:** The same restaurant scenario was used. Library would be replaced with a restaurant concept and all participants would be cooks who had to offer new dishes or to improve the existing ones by adding specific spices. In this metaphor the Restaurant is Pencho Slaveykov Regional Library, the new dish with specific spice is a new or an existing library service, the cook is the workshop participant.

1. Workshop started with Alignment Game. Duration: 5 min. Only 13 people played the game. The rest 3 participants have already played the game before and were familiar with the rules. 12 people were given 12 rules with a specific mission, 1 participant was given a mission of observer. They had to follow the rules and construct a building with Lego pieces. The participants were allowed to communicate but not to speak.

**Notes and lessons learned:** It was decided the participants to be given a second chance to play the game (for 3 min). This time they communicated very actively and managed to build the model. The librarians succeeded in building a team due to good communication skills they had. This team building game requires to be played twice.

2. Lego® Serious Play® activity: Build a Duck. Duration: 1 min. Every participant was given a pack with one and the same pack containing yellow and red Lego bricks and was asked to build a model of a duck. All models were different. Everybody knows what a duck is but everyone interpreted it in a different way.

**Notes and lessons learned:** The participants managed to build a duck very fast. All models were different. This is a very useful activity to show that everyone could have a different point of view and all are equally important and valuable.

3. Lego® Serious Play® activity: Build a Model of Your Dream. Duration: 10 min. The participants were told to build with Lego bricks the model of their dreams. When the models were constructed every participant picked a joker card with a word written on it. It was said that everybody had to make a connection and explain how her model could be connected to the word written on the joker card she picked. Eventually they explained shortly what they had wanted to build initially.

**Notes and lessons learned:** Most of the participants enjoyed this activity and managed to make a connection with the word they picked. All participants managed to create metaphors for their models. They demonstrated good skills for storytelling. This activity once again proved to be a good activity to develop storytelling skills.

4. Observation Video. Duration 15 min. The participants watched the video presenting a murder case. The goal of this exercise was every participant to notice as many changes as she could in the scene in which the crime had been committed.

**Notes and lessons learned:** Some of the participants (probably half of them) noticed many differences in the crime scene. After watching the video one more time all of them mentioned almost all of the details. This activity was focused on participants' observation skills. It is easy to miss something particular that you do not look for. This is a good activity to show that people notice and see different things.

5. Perception exercise FLIP or FLOP and Rabbit or Duck. Duration: 10 min. Looking at the same image could have different interpretations. Participants were asked to define what they saw. Everybody see the problems in a different way. Sometimes it is necessary to change the angle to see the problem and fix it.

**Notes and lessons learned:** The participants saw different words: FLIP and FLOP, and different animals. And appreciate the differences among themselves. This is a good team building exercise to keep in the Xlibris tool set).

6. Observation Video. Duration 10 min. The participants were shown a video presenting two little girls Marry and Amy, digital native children and future library users. They explained their needs and expectations which can be inspiring for libraries.

**Notes and lessons learned:** All participants enjoyed this video which gives a hint that there is/will be a big change in people's expectations in the 'digital world'. If somebody or something is not appeared in Internet s/he or it just simple does not 'exist' for the digital native people.



It is very important libraries to be presented in social media as well, because people would 'skip' them as means of information. This is a librarians' task. Users want to be involved in developing new services and the libraries have to be redesigned. This video is found quite useful for librarians to think about their future users and adapt their services according to their needs.

7. All participants were reminded that for the workshop's purposes the Library was replaced with a restaurant and all of them were looking for new recipes (services) to improve the 'menu'. The other competitors on the market like Google for example serve users (provide information) very fast. The only one thing libraries could benefit in this situation is that they provide information from trusted sources. The new digital era requires libraries to provide new services integrated with social media and smart ICT.
8. Lego® Serious Play® activity: What new services do you need in your library? Duration: 120 min. The participants were asked to build a model of a new service (for 15 min.). All of the models were presented.

**Notes and lessons learned:** The participants were instructed to focus on Smart ICT services only, not on the library buildings. It was an important condition because the common vision of users was that the most important thing for Varna Public Library is to have a new building. The participants showed good skills in using different social media channels. The librarians in small Chitalishte libraries focused on services connected with online catalogues, book- mobile and book delivery for disabled people.

9. Lego® Serious Play® activity: Build a group shared model of one new service based on the personal models. Duration: 120 min. Participants were divided into 5 groups (3 people each and one 4 people). Each group was asked to develop 1 common model in 30 min. Each group, in the end, presented their common vision.

The 5 concepts for the group works based on the personal models were:

- Green Library
- Gamification
- Reinventing activities with children
- Library as a Cultural Hub
- Clubs or Communities of interests.

**Notes and lessons learned:** The participants managed to build a group common model in the specified time limit. It was a matter of some difficulty to merge different services developed by every member of the group into one common. Some ideas of services were similar to those proposed by users, such as Clubs of Interests and Library as a Hub. The librarians re-designed users' ideas into suitable ones. Creating shared models help very much to find out the best feature of each model.

## Day 2 – 30<sup>th</sup> July 2015

There were two main tasks carried out on the second day of the workshop: to create Business Model You® Canvas of all 5 service and to create a Prototype of each service.

1. Business Model You® Canvas. Duration: 150 min. The 5 groups were asked to structure their ideas for new services which were designed on the previous day and put them on the BMYOU Canvas (duration 40 min).

Originally BMYOU Canvas is designed for setting up new business. The canvas appears in English language. As it was explained previously the Canvas was adapted for Librarians by Pencho Slaveykov Regional Library staff. The Canvas was translated to Bulgarian language as well. All participants had to explain their ideas using 9 different blocks in the canvas. This forced the librarians to answer important questions such as what is the service (key activities), who helps you (key partners), how the service helps (expected results), how you interact (relationship Library-Users), who are your users (target groups), what you have (key resources), how you deliver your service (channels), what you give (costs&efforts) and what you get (revenue and benefits). Then each group gave a presentation of its BMYOU model.

**Notes and lessons learned:** As it was mentioned before the important part of Xlibris methodology is the BMYOU Canvas adaptation to library's needs (Business Model of New Library Service) and to get more benefit out of it. The translated Canvas helped each group to progress faster. While presenting their models the participants proceeded to develop their services motivated by questions and propositions of moderators. It was confirmed that BMYOU is a very good tool for structuring and clarifying the initial ideas.

2. Prototyping the new services. Duration: 120 min. Based on BMYOU Canvas the librarians were asked to fine-tune their services and to think about specific steps for the implementation through building a prototype of each service. All project partners (DE, ES, LT and TR) were involved in this activity to help the groups with their expertise. Each group used different tools: such as laptops, iPad, Lego bricks, books, flipchart sheets, colour markers, post-its, cameras, smart phones, etc. The groups presented their prototypes by Stop-motion movie; Pinterest board; YouTube video; Step-by-step model.

**Notes and lessons learned:** This activity was considered as an extremely successful – all participants manage to make prototypes of the services they developed. Some initial ideas for services were shifted or changed on the fly. It was a common vision that for prototyping the services librarians need an expert to help them in developing new Smart ICT services. First time within all Xlibris workshops, prototyping was included. It was concluded that if there are experts to help prototyping helps very much to the development of the new services. It also helps to recognize the gap in the knowledge and skills of the library staff.

3. Workshop feedback and evaluation form. Duration: 15 min. The evaluation form and the summary of answers are attached to the minutes.

The main conclusions are: All participants felt very satisfied and feel more confident about developing and implementing of new Smart services

Recommendations:

- To put additional attention on the business model and implementation of new services in the library;
- To pay special attention on specific social media options and technological tools;
- To train librarians on how to use mobile apps.

### General Conclusions

- It was a very good idea to run the Users' workshop before the Librarians workshop. The ideas generated in the first workshop were adapted, re-designed and expanded in the second one.
- All participants did like the training model and Xlibris Methodology. They share the vision that they will be able to develop new SMART ICT services based on BMYOU model.

- It is necessary to introduce all participants to each other in beginning of the workshop. This step was skipped in this workshop and some of the participants were a little bit unhappy.

### 6.3. Services Defined by Participants

Five new library services defined and designed by workshop participant librarians based on the outcomes (needs, ideas and reflections) from user workshop.

#### 6.3.1. HubiC – Interactive Calendar of Varna

A Web-based platform (a mobile version is possible too) where the citizens and visitors of Varna will be able to retrieve information provided by all cultural institutions in Varna: theatre, opera, ballet, museums, galleries, cultural centers etc. The platform will be located on the library web site. The added value of the idea is that it will be not only information about the cultural events but additional links to books, AU, DVD and any items which are kept in the Library collections. HubiC is a kind of calendar with dates of performances, exhibitions and other events. Users will be able to read a review for each event and will have an access to all library recourses connected to it – metadata of author, director, actors etc. There will be a link to the event as well. Links for sharing the information into the social media will be provided too. If the user logs into the system with her/his library account, s/he will be able to buy a ticket for the event with a discount. In the future the information will be harvested automatically by the cultural institutions web sites. This service resembles the idea for connection between different institutions appeared in the users' workshop. **Presented:** Web site home page; Web site structure and logo

#### 6.3.2. Green Library

An online guide for local herbs and spices growing in the Varna Region. The library will carry out several fundraising campaigns with the help of social media channels for buying all tools and devices needed for the service implementation such as equipment. Children will take pictures of local herbs while their parents and grandparents will tell some recipes for herb treatment and alternative medicine. Videos could be done by children for preparing herb tea and infusions. Librarians will help the children to make video spots. All pictures and video spots will be uploaded on Pinterest board using different hashtags. Library will announce a competition for collecting pictures and video "likes". The winners will be awarded. A book containing information about herbs and recipes will be printed too. This service is aimed at preserving the local traditions in a region with population of different ethnic groups. The collected information could be used by all people, not only by the local community. It could be turned into a sustainable service. **Presented:** a Pinterest board

#### 6.3.3. Granma's Recipes

A book containing traditional local food recipes will be published online. The library will announce a competition among school children (aged 6-10) for collecting recipes of traditional dishes by asking their grandmothers. The children will go to the library to use its computer equipment for word processing in order to provide the recipes for the competition. A jury of a master chief, kids, grandmas and grandpas will select top 50 recipes. The results will be announced and published on the library web site, municipality web site, Facebook and any other social media. An exhibition presenting the dishes cooked based on the awarded recipes will be organized. The library will publish information about the exhibition on the library web site and social media channels such as Facebook, Pinterest, Instagram. As a result a book will be published with the awarded recipes. This service is aimed at protecting cultural heritage and preserving local traditions in a region with population of different ethnic groups. **Presented:** A book structure, step-by-step model

#### 6.3.4. Digital Curator

A Gamification service based on play-and-learn method. As a result of the service a number of virtual exhibitions, based on the Varna Digital Library collections will be created. Varna Digital Library includes

full-text periodicals, postcards and photos from 19th and 20th century as well as calendars, invitations, posters and etc. The users choose their favourite digital items according to a topic provided by the Library staff. They could transform history into a personal story. All users of this service will be provided with a personal virtual board. The most attractive users' boards will be promoted in the library web site and different social media- Facebook, Instagram, Pinterest, Flipagram. This service will promote the library collections and attract new library users. **Presented:** A promotional video made by the group

#### 6.3.5. Clubs/Communities of Interests

A service based on different trainings and group meetings organized at the library. The main aim of this service is to attract new users by promoting the library resources. Different kinds of trainings for users who are interested in specific topics could be carried out in the library. These training will be based on a survey results. The library staff is qualified enough and is highly motivated to use any advanced devices such as smartphones, tablets and different apps. Depends on the clubs of interests the librarians could be trainers or moderators. In some cases they could need support by external experts such as volunteers. These communities' activities will be accessible via the library website and social media channels. Many digital items such as stopmotion videos could be developed to promote the service and bring users together in a community of interests. **Presented:** A stopmotion video made by the group

#### 6.4. Services Defined Based on Participants' Reflections

Since Pencho Slaveykov Regional Library is a second public library in Bulgaria the whole workshop and reflections of participants and services they designed needed to be evaluated from general public needs. Based on participants' work and reflections following 5 new services were developed. Three of them are mainly based on the ideas participants developed. Two of the services developed by the participants are already in place in the Library.

Nevertheless 5 services were developed and prototyped during the librarians workshop two of the services (*Green Library and Grandma's Recipes*) were considered like almost similar while one of them (*HubiC – Interactive Calendar of Varna*) is hardly possible to be developed and implemented due to huge administrative work for collecting all necessary information. That's why the Library staff decided to suggest two new services. The first one is based on the two similar services *Green Library and Grandma's Recipes* and capitalizes on them. The second one is new and replaces the *HubiC – Interactive Calendar of Varna*. It is considered that this new service will be more useful and suitable for the general public.

##### 6.4.1. Digital Curator

This service is based on Digital Curator service proposed by the Librarians workshop. *Digital Curator* lays on the Varna Digital Library service, which provides access to the digital copies of more than 55 000 visual materials from the end of XIX<sup>th</sup> and the beginning of XX<sup>th</sup> century and their bibliographic records. This service gives an opportunity to the user to create a virtual exhibition selecting materials from the Varna Digital Library on a theme chosen by the Library staff. The themes are announced 4 times a year and everybody could become a digital curator. Everyone could create an exhibition on the social media Pinterest, which corresponds thematically with the most interesting materials having a common hashtag. The aim of the service is to increase the users' interest on the local history and traditions as well as to increase their abilities to use the ICT services and social media.

##### 6.4.2. E-User

Entirely new service proposed by the Library staff. This service replaces HubiC – Interactive Calendar of Varna proposed by the Librarians workshop. E-User is a service making possible personalization and customization specific parts of the Library Information System. It is available online, as well as at the

library and fully follows the trends in the library services of 24/7/365 availability. The aim of E-USER is to adjust library services to the requirements of modern world as taking the library to the users and saving users' time & money.

#### **6.4.3. Webinars for Training on Social Media**

This service is based on both Green Library and Grandma's Recipes services proposed by the Librarians workshop. This is an online training service for presenting and promoting libraries in social networks. The aim of this service is to develop training program on using different social media channels such as Pinterest, Vimeo, YouTube, Facebook, Instagram for presenting and promoting library resources. During the workshops Varna Library staff realized that most of the librarians are lack of knowledge and skills on social media and especially how to use Pinterest. Although there is a great wish to use this media, it is hardly possible to start creating boards without any particular training. It was decided to include the two services mentioned above in one new which primary aim is to train librarians. This new service is designed to use new ICT tools such as Webinars for training on different social media.

#### **6.4.4. Makerspace for Children**

To complete the 5 services list Varna Library staff suggests an entirely new service. Makerspace is an innovative service, which gives the opportunity to the user to get to know the technology achievements and their implementations for educational purposes. The potentials of the modern library as a place for studying are shown through the Makerspace method "learning through making" and "play and learn". The traditional educational function of the library is integrated with the innovation methods for studying, which makes the library an attractive place for young people. A mandatory element for the program Makerspace is the presence of a mentor, who introduces the participants with the science terminology about a certain topic and who helps with the practice side of the activity. The service develops cognitive and creative skills in the young audience as well as in the librarians through a game approach. The library turns into a space not only for knowledge but for practical skills as well. The innovative service shows the real potential of the library for knowledge and creativity.

#### **6.4.5. Video Tutorials "Library Knowledge"**

This service is based on Clubs/Communities of interest service proposed by the Librarians workshop. The service is a series of video tutorials, showing the variety of library resources through the means of the modern information and communication technologies. The video tutorials are presented on the library's website and are accessible via different social media or on the library's workstations. The tutorials are developed for PC, tablets, smartphones and other mobile devices. The aim of the service is to increase and/or improve the information literacy of the users through an innovative programme presenting the library services.

### **6.5. Providing Insights through Crowdsourcing**

After defining the services and completing service design crowdsourcing is used get some inputs and reflections from users and peers. This provided different perspectives from wide range of individuals (from potential users to experts) before the services are actually implemented.

Within Xlibris a special crowdsourcing platform Brick-me, which is developed by Daniel Weiss, one of the members of the project team, was used (<http://platform.brickme.org/index.php?page=ex>). Brickme platform helped to share new service ideas and obtain insights from peers across the country.

This platform allows to create a Business Model YOU Canvas for presenting different aspects of the project based on canvas segments. It also allows to add Lego Serious Play videos.

Brick-me interface was translated in to Turkish. An account was created for Hacettepe University. Within this account a board was created for each service in Turkish (to ease the undersatnding of local stake holders and actual target groups) which includes the following:

- The title
- Short description
- Detailed description
- Short video presentation
- Business Model building blocks
- Business Model Canvas
- Lego Serious Play model building videos
- Photos

A deadline was set for each «service project». Contributors were invited through various channels to give feedback and provide inputs about the services by choosing predefined categories along with personal inputs. These inputs were used for fine-tuning the service design.

Brick-me service boards can be seen in the following links:

Digital Curator: <http://platform.brickme.org/index.php?page=cp&id=11>

E-User: <http://platform.brickme.org/index.php?page=cp&id=7>

Webinars for Training on Social Media: <http://platform.brickme.org/index.php?page=cp&id=10>

Makerspace for Children: <http://platform.brickme.org/index.php?page=cp&id=12>

Video Tutorials “Library Knowledge”: <http://platform.brickme.org/index.php?page=cp&id=13>

## 6.6. Matrix

A matrix which is developed for the Xlibris was used for further fine-tuning as well as determining infrastructural and training needs. Xlibris Matrix includes several components additional to a short description. Components of the matrix are:

- Description of the service
- ICT to use
- Nature of the service
- Target group
- Infrastructure
- Support
- Knowledge & competences needed by the service provider
- In-service training needs for service provider
- Knowledge & competences needed by users
- User training needs

These information is partly derived from the Canvas completed during the previous phase. New elements were carefully filled. Infrastructural requirements and support needed (if any) from other professionals such as graphical designer, innovation designer, programmer, teacher, app developer, certified Lego Serious Play expert, are determined. Knowledge and competences required to deliver these services are defined. In-service training needs are determined based on the comparison between knowledge and skills required to create the service and the actual case. Training needs for users are determined based on the comparison between knowledge and skills required to use the designed service and their actual competencies.

Bulgarian services matrix can be seen under Resources/Matrixes/Matrix-BG on project’s website: <http://www.xlibrisproject.org/resources/>

## 6.7. Service Development and Implementation

Infrastructure, support and in-service trainings are provided if/when necessary and the process continued with the actual service development and implementation.

### 6.7.1. Digital Curator

#### Background Information

**Virtual Exhibition:** An online exhibition, also referred to as a virtual exhibition, online gallery, cyber-exhibition, is an exhibition whose venue is cyberspace.

Museums and other organizations create online exhibitions for many reasons. For example, an online exhibition may: expand on material presented at, or generate interest in, or create a durable online record of, a physical exhibition; save production costs (insurance, shipping, installation); solve conservation/preservation problems (e.g., handling of fragile or rare objects); reach lots more people: "Access to information is no longer restricted to those who can afford travel and museum visits, but is available to anyone who has access to a computer with an Internet connection.

Unlike physical exhibitions, online exhibitions are not restricted by time; they are not forced to open and close but may be available 24 hours a day. In the non-profit world, many museums, libraries, archives, universities, and other cultural organizations create online exhibitions.

A database of such exhibitions is Library and Archival Exhibitions on the Web. Online exhibitions are also increasingly being utilized by businesses and individuals.

**Pinterest:** Pinterest is a place to organize and share online images people find interesting or inspiring. Once uploaded or shared on Pinterest, these images become known as Pins, which the user can place on customized, themed Boards. You can create Boards for any topic imaginable, from cats to classic cars to cats driving classic cars. The possibilities are endless.

While there's nothing wrong with just pinning pictures of cool stuff all day, Pinterest can be a really valuable tool for people with a specific purpose in mind. Some people create a Board for each room in the house and then pin decorating ideas for that space. Artists use it to organize inspiring images for their work. Cooks keep online recipe boxes. College students might create shopping lists of things they need to buy for school.

Any Boards can have multiple contributors; so collaborating with co-workers on a project is easy with everyone's ideas and inspiration in one place. Pinterest helps people discover things in a simple, visual way. Pinner might find something they love while browsing your boards; scrolling through a category you're listed in or searching for you directly.

Pinterest connects people through shared interests—their passions, hobbies, tastes and values. You can inspire them by using Pinterest in a personal, authentic way. Boards are where people collect and organize their Pins. Each board tells a unique story about what that person cares about. People can follow boards whose Pins they like. Each Pin is an idea—a gift, recipe, or even a quote. They always point back to the sites they came from (like yours!). If the Save button is added to your site, people can use it to add your content to Pinterest.

**Curator:** Traditionally, a curator or keeper of a cultural heritage institution (e.g., gallery, museum, library or archive) is a content specialist charged with an institution's collections and involved with the interpretation of heritage material. A traditional curator's concern necessarily involves tangible objects



of some sort—artwork, collectibles, historic items or scientific collections. More recently, new kinds of curators have started to emerge: curators of digital data objects.

The curator makes decisions regarding what objects to select, oversees their potential and documentation, conducts research based on the collection and history, provides proper packaging of art for transportation, and shares that research with the public and community through exhibitions and publications.

**Additional Information:** The user gets the opportunity to learn the history of Varna and to show interpretation when presenting the facts in a unique way. The participants understand the options of the social media for presenting the cultural-historical heritage and learn how the digital content could be useful for finding artefacts from the local history.

As a result:

- Reveals the cultural heritage of Varna and the region in an attractive and unexpected way
- Helps the study process in school
- Stimulates a creative way of exploring the history of the region

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**Service Description:** Digital Curator lays on the Varna Digital Library service, which provides access to the digital copies of more than 55 000 visual materials from the end of XIX<sup>th</sup> and the beginning of XX<sup>th</sup> century and their bibliographic records.

This service gives an opportunity to the user to create a virtual exhibition selecting materials from the Varna Digital Library on a theme chosen by the Library staff. The themes are announced 4 times a year and everybody could become a digital curator. Everyone could create an exhibition on the social media Pinterest, which corresponds thematically with the most interesting materials having a common hashtag.

**Aim:** The aim of the service is to increase the users' interest on the local history and traditions as well as to increase their abilities to use the ICT services and social media.

**Target Group:** Varna Digital Library users; workers from museums and archives; explorers and researchers of the local history; teachers and cognitive game players.

**Importance:** The information technologies can be found everywhere in the daily life and it becomes necessary to change routines and stereotypes even in the conservative institutions, which have a constant behaviour towards their customers during the last several decades. The library is faced to be one of them, which is considered as one of the most conservative. The communication channels are changing and improving. This leads to dramatic changes in the library activities and to increasing and



universalising the access to the information. Innovation services and programs, which correspond to the needs of information lead to a change in the role of the library as an informational broker with an unique contribution to the process of connecting the users with the information.

**Rationale:** Even though the most of the library information activities remains unchanged the increasing number of online materials makes the traditional service more virtual than before. The role of the librarian goes from an informational specialist “seeker” to an informational specialist “evaluator”. The Digital Curator service involves the users in those processes as curators, who could explore the thing found in the Varna Digital Library collections and who could present items to the other users in a way of a virtual exhibition.

**Scope:** Lifelong learning. Good practices for searching information and using Varna Digital Library database. Ability to work with social media. Promoting and popularizing the cultural heritage on social media.

**Smart ICT Used:** Two webinars for promoting the Digital Curator service are carried on. The video conferencing software based on the web platform [anymeeting.com](http://anymeeting.com)

**Outcomes:** The proposed model of a new library service corresponds to the modern trends of the SMART ICT services. The expected advantages are:

- Gaining skills to work in digital environment
- Gaining knowledge and skills for searching information
- User to become a curator of at least one exhibition
- Getting knowledge about the history of Varna
- Adopting new approaches for presenting the cultural heritage

#### **Development Process:**

1. A team was set up.
2. A BMYoU of the service was developed.
3. Pinterest was chosen as the best appropriate platform for the digital exhibitions.
4. A demo board was created.
5. A webinar for introducing the service was organized
6. A presentation, explained in details the idea behind the service i.e. Varna Digital Library features was developed.
7. A couple of webinars was conducted. The first webinar introduced the idea while the second one presented the first Digital Curator and the board which gained the highest number of likes.

*Demo Board:*

<https://tr.pinterest.com/bibliotekavarna/%D0%BC%D0%BE%D1%80%D1%81%D0%BA%D0%B0%D1%82%D0%B0-%D0%B3%D1%80%D0%B0%D0%B4%D0%B8%D0%BD%D0%B0/>

**Implementation of the Service:** Two webinars for launching the service was organized. 53 people in total took part in them – librarians in public, school and community libraries (‘Chitalishte’) from all over the country, as well as individuals.

1. On 9<sup>th</sup> December 2015 a webinar launching the Digital Curator service was held on. 30 participants from different places all over the country - librarians from Varna and Varna region, representatives of ‘Chitalishte’ libraries attended to the event. The aim of this webinar was to launch the new service as well as to promote Varna Digital Library. On the webinar Varna Digital Library features were presented, the first Pinterest demo board was promoted and the first topic for the future virtual exhibition was announced.

Promo Video <https://www.youtube.com/watch?v=GBdG1GqzrmE>

First Webinar Photos : <http://www.libvar.bg/projects/xlibris/webinardc/photo37.htm>

2. On 10<sup>th</sup> February 2016 a second webinar was organised. – 23 participants attended. All of the 'Digital Curators' who created their own boards on Pinterest attended to the meeting. Their boards were presented to the auditory and explained in details. The winner – the board with the highest number of likes was announced.

Second Webinar Photos: <http://www.libvar.bg/projects/xlibris/webinardc2/webinardc2.html>

3. During the second webinar the BrickMe platform was presented to the attendees as well. The benefit of this service was evaluated by the comments and bricks received later on the platform.
4. A regional conference titled 'Libraries – Place for **Everyone**' organized by 'Pencho Slaveykov' Library was held in Varna on 11<sup>th</sup> May 2016. About 100 participants from more than 35 university, school and small community ('Chitalishte') libraries attended the conference. This service was presented in details and discussed.

Conference program:

[http://www.libvar.bg/culture/2016/may-2016/programa\\_seminar\\_11052016.pdf](http://www.libvar.bg/culture/2016/may-2016/programa_seminar_11052016.pdf)

#### Service statistics:

Virtual Exhibitions on Pinterest			
Theme 1:	5 boards		
Theme 2:	1 board		
<b>Total</b>	6 boards		

Facebook Page			
	9.12.2015	04.02.2016	09.02.2016
Visits	1758	706	407
Shares	13	8	5
Likes	38	39	17

#### 6.7.2. E-User (E-Services for the Library Users)

**Background Information:** The concept of e-service (short for electronic service) represents one prominent application of utilizing the use of information and communication technologies (ICTs) in different areas. Sometimes e-services are defined as: "...deeds, efforts or performances whose delivery is mediated by information technology. Such e-service includes the service element of e-tailing, customer support, and service delivery". This definition reflects three main components- service provider, service receiver and the channels of service delivery (i.e., technology). For example, as concerned to public e-service, public agencies are the service provider and citizens as well as businesses are the service receiver. The channel of service delivery is the third requirement of e-service. Internet is the main channel of e-service delivery while other classic channels (e.g. telephone, call center, public kiosk, mobile phone, television) are also considered.

**Additional information:** Time is so crucial to individuals, organizations and even the Society. Libraries are established to provide information to users. Saving Users' time is one of the major objectives of any library. There are many strategies that libraries can put in place to save the time of Library Users,

such as proper organisation of materials through effective cataloguing and classification, accurate shelving, effective and efficient reference services, application of ICT in libraries, user education programme, etc. Based on these, it is recommended that libraries should as a matter of fact consider all these strategies in order to remain relevant in this present age.

Varna Public Library is the first public library in Bulgaria, which implements self check-in and check-out process of library items.

All these e-services provide the following:

- Modernization of the library process
- Increasing the usability of the library outside the opening hours
- Active communication 'User – Librarian'
- Reaching new target groups
- Active positions when using the library services
- Receiving users' feedback

**Service Description:** E-User is a service making possible personalization and customization specific parts of the Library Information System. It is available online, as well as at the library and fully follows the trends in the library services of 24/7/365 availability.

**Aim:** The aim of E-USER is to adjust library services to the requirements of modern world as taking the library to the users and saving users' time & money.

**Target Group:** All users of the library.

**Importance:** Contemporary libraries shall develop new smart services in order to attract their current and potential users. The e-services help users to get quick and easy access to the library collections as well as quality and reliable information. The tendency for an active presence of the libraries in virtual space is in compliance with the users' need for using library online.

**Rationale:** The Internet has already had a major impact on how people find and access information. In this changing landscape, public libraries are trying to adjust their services to these new realities while still serving the needs of users who rely on more traditional resources. Many library users are eager to see libraries' digital services expand.

Varna Public Library and its staff have:

- Long time experience in applying ICT
- Completely computerized Library Information and Technology System
- Library Database

**Scope:** At this stage the E-User service includes:

- Online Request for library items
- Self-service for check-in
- Self-service for check-out
- 'Ask a Librarian' online live chat

**Smart ICT Used:**

- Online catalog of Varna Public Library <http://catalog.libvar.bg/>

- Online Request on web address [http://catalog.libvar.bg/orders/book\\_order.html](http://catalog.libvar.bg/orders/book_order.html)
- 'Ask a Librarian' on web platform <https://www.purechat.com>
- Library Databases

**Outcomes:** Users who use these e-services get the following:

- Easier communication
- Active positions when using the library services
- An opportunity for time planning
- Saving money
- Flexibility

#### **Development Process:**

1. A team of library experts and IT specialists was set up.
2. A research about users' needs and expectations for the e-services was carried on.
3. The Library Information and Technology System was optimized in the end of 2015.
4. A BMYoU of the service was developed.
5. Expanding the scope of services: self check-in and self check-out services were launched.
6. Two other e-options are provided – an online form for requesting books as well as 'Ask a Librarian' live chat application. These options are available on the library web site [www.libvar.bg](http://www.libvar.bg). The web site is easy to navigate and allows quick access to all online recourses.

Development Process Video: <https://www.youtube.com/watch?v=8ybokpuEkes>

**Implementation of the Service:** E-User Service is implemented through the following e-services:

1. Online Request is accessible on the Varna Public Library web site. Users can search Library Catalog by title, author or subject headings. When they retrieve the requested information it's filled into the online form, which is proceeded to the librarians. The materials are ready for usage at the circulation desk after a couple of hours.

Library Catalog : <http://catalog.libvar.bg/>

On-line Request Form: [http://catalog.libvar.bg/orders/book\\_order.html](http://catalog.libvar.bg/orders/book_order.html)

2. 'Ask a Librarian' - live chat application accessible on the library home page. Live chat is a service faster and more personal than phone calls and emails. 'Ask a Librarian' gives the opportunity to chat live with the library staff. Users and not only users ask for availability of books, services etc.

Library web site: <http://www.libvar.bg/>

3. Self check-in of library items – this is a module of the Library Information and Technology System, which was launched in March 2016. It is a self-service, which is designed for users who don't need help by a librarian.
4. Self check-out of library items – this is a module of the Library Information and Technology System, which was launched in March 2016. It is a self-service, which is designed for users who don't need help by a librarian.
5. All these e-services were presented on 2 conferences and on different media and TV channels:

- Regional Information Conference titled 'Libraries – Place for Everyone' organized by 'Pencho Slaveykov' Library was held in Varna on 11<sup>th</sup> May 2016. About 100 participants from more than 35 university, school and small community ('Chitalishte') libraries attended the conference.
- 26<sup>th</sup> Annual National Conference 'Dynamic Libraries – Access, Development and Change' organized by BLIA (Bulgarian Library Information Association) was held in Sofia on 9<sup>th</sup> and 10<sup>th</sup> June 2016. More than 120 participants from the whole country attended to the conference.
- TV interview with Mrs. Emilia Milkova, the Director of Varna Public Library was given on BNT1 about the new e-services of the library

Regional Conference 'Libraries – Place for Everyone' - Conference program:

[http://www.libvar.bg/culture/2016/may-2016/programa\\_seminar\\_11052016.pdf](http://www.libvar.bg/culture/2016/may-2016/programa_seminar_11052016.pdf)

Annual Conference 'Dynamic Libraries – Access, Development and Change' – Conference

program: [http://www.lib.bg/index.php?option=com\\_content&task=view&id=1125&Itemid=112](http://www.lib.bg/index.php?option=com_content&task=view&id=1125&Itemid=112)

Emilia Milkova's interview: [https://www.youtube.com/watch?v=J\\_sMUxASn0c&feature=youtu.be](https://www.youtube.com/watch?v=J_sMUxASn0c&feature=youtu.be)

## Statistics

Self Check-in & Check-out (01.03.2016-20.06.2016)	
Visits	1037
Number of item borrowed/returned	3607
Online Requests (01.03.2016-20.06.2016)	
Number of requests	434
Titles	937
Users	252
Ask a Librarian Service (01.03.2016-20.06.2016)	
<a href="http://www.libvar.bg">www.libvar.bg</a>	39815 visits
<a href="#">Ask a Librarian</a>	895 requests

## 6.7.3. Webinars for Training on Social Media

**Background Information:** Proposed online trainings are web-based seminars.

**Webinar:** Webinar is a live meeting that takes place over the Internet. It can be a presentation, a discussion, a demonstration or an instructional "how-to" session. Those who participate view a live video feed, an application or documents via computer.

A webinar is a scheduled event. People plan to attend, set aside time and schedule that time in their calendars. Very different from "interruption marketing" which is the case with TV commercials, website popups, and video posts on social media. A webinar creates a heightened attention. When people attend a webinar the information is all that matters. The coach commands their full attention because he has information they find very valuable. The coach has a captive audience. Viewers want the information he has and he can create a state of mind with his presentation.

Presenting quality information with a webinar will create a perception of authority for you and your brand. Keep in mind that when you participate in a webinar session there are usually many other

people participating as well. That means that it is important for you to be ready to go when the session begins.

- Have the email that contains the URL to attend the session and login instructions handy.
- Five to ten minutes before the start of the session, login by going to the URL that was sent to you via email.

Use your telephone or microphone's mute button if you have background noise in your computer area. Voices of patrons or staff, ringing telephones, and other noise can be distracting for webinar participants.

**Pinterest:** Pinterest is a place to organize and share online images people find interesting or inspiring. Once uploaded or shared on Pinterest, these images become known as Pins, which the user can place on customized, themed Boards. You can create Boards for any topic imaginable, from cats to classic cars to cats driving classic cars. The possibilities are endless.

While there's nothing wrong with just pinning pictures of cool stuff all day, Pinterest can be a really valuable tool for people with a specific purpose in mind. Some people create a Board for each room in the house and then pin decorating ideas for that space. Artists use it to organize inspiring images for their work. Cooks keep online recipe boxes. College students might create shopping lists of things they need to buy for school.

Any Boards can have multiple contributors; so collaborating with co-workers on a project is easy with everyone's ideas and inspiration in one place.

Pinterest helps people discover things in a simple, visual way. Pinner might find something they love while browsing your boards; scrolling through a category you're listed in or searching for you directly.

Pinterest connects people through shared interests—their passions, hobbies, tastes and values. You can inspire them by using Pinterest in a personal, authentic way. Boards are where people collect and organize their Pins. Each board tells a unique story about what that person cares about. People can follow boards whose Pins they like. Each Pin is an idea—a gift, recipe, or even a quote. They always point back to the sites they came from (like yours!). If the Save button is added to your site, people can use it to add your content to Pinterest.

**Additional information:** The first 'Ecolibrary' webinar is a prototype of new service design, which presents social networks' tools in library works. The training presentation of using Pinterest was provided to the participants for their library practice.

The service 'Webinars for Using Social Media' suggests a way for integration of library practices and IT tools. As a result of the service librarians and their users could develop online guides of collected digital items.

Nowadays tendencies are the libraries to be both 'green' and virtual presented. The possibility of publishing Information in social media channels expands the traditional ways of publication and is in compliance with environmental protection practices. To be a 'green-thinking' library is the mission adopted by the modern libraries.

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**Service Description:** This is an online training service for presenting and promoting libraries in social networks.

**Aim:** The aim of this service is to develop training program on using different social media channels such as Pinterest, Vimeo, YouTube, Facebook, Instagram for presenting and promoting library resources.

**Target Group:** Librarians from all types of public libraries such as regional, city, small community libraries ('Chitalishte') and school libraries who want to learn and/or improve their knowledge and skills in using social media channels.

**Importance:** According to a survey the library is a programme, not just a building. Social media help create an immediate interactions with library users, and more important, make non-users into library users. Librarians have several reasons for using social media to help them achieve the following goals:

- To announce and promote news, events and services;
- To reach library users in their homes or 'virtual spaces' as today's modern online library is no longer relying only on its physical space as an access point;
- To encourage collaboration between libraries;
- To encourage development of collections with content specific to certain user groups;
- To increase usage of library collections by promoting new and existing content;
- To provoke debate and to receive an opportunity to respond to library user feedback;
- To build a sense of community with both users and also with other libraries and institutions.

**Rationale:** Development this service is laid on the need of providing more specific trainings on social media for librarians. In 2015 during the X-Libris training workshops with librarians and end users in Varna it was observed that social media had been always used in presenting library models and creating new library services. The librarians admit that there is a lack of knowledge on social networks usage and there is gap in training on that subject. The librarians face the need of trainings focused on their specific requirements.

According to the librarians, the top three objectives for using social media tools are to promote:

- events,

- library resources and/or collections;
- library services.

These online trainings aim to address this need and can be used as a tool to ‘take the library to the user’.

**Scope:** The webinars include training on the most popular social media like Pinterest, Facebook, YouTube, Instagram, Vimeo. They concern subjects as registration and settings of an account, ways of communication, publication of content, type of content, copyright etc.

**Smart ICT Used:** Video conferencing software based on the web platform [anymeeting.com](http://anymeeting.com)

**Outcomes:** Advantages and benefits for librarians and libraries of these webinars are the following:

- promotion of library services;
- delivering the information directly to the library users;
- increasing engagement and interactions with the users;
- gathering feedback to enhance user services;
- promotion of library collections via social media helps to increase usage of content;
- dissemination.

#### **Development Process**

1. A team of library experts was set up.
2. A research on practical skills of librarians for using social media and needs of trainings on the topic was conducted.
3. A BMYoU of the service was developed.
4. Different web platforms for online conferences and trainings were investigated and [anymeeting.com](http://anymeeting.com) was selected
5. Pinterest was determined as the first social media for training.
6. A presentation, explained in details registration and settings of an account, uploading pins, creating boards, publishing pictures and video, editing content and copyright issues, was developed.
7. An informational flyer was designed on [www.smores.com](http://www.smores.com) which was an invitation for the target group to participate in the webinar.
8. A couple of webinars was conducted. The first webinar introduced the social networks while the second one discussed the results of the training.
9. Next scheduled training is on YouTube social media.

Development Process Video: <https://www.youtube.com/watch?v=vf78VTq8Yw8&feature=youtu.be>

Information flyer: <https://www.smores.com/by7vr>

**Implementation of the Service:** First two webinars were organized within the life span of the project. 41 people took part in them – librarians in public, school and community libraries (‘Chitalishte’) from all over the country, as well as individuals.



1. On 11<sup>th</sup> November 2015 the first webinar on the topic ECOLIBRARY was held. The participants were from more than 25 places all over the country - librarians from Varna and Varna region, representatives of 'Chitalishte' libraries, as well as individual participants, even one from abroad.

The aim of this webinar was to show the opportunities, which social media provide for promoting information resources of the library. The webinar was an online training including a presentation about Pinterest and its options for creating and publishing content by combining photos, videos and texts focused on ecology.

The healing plants in Bulgaria were presented, combined in a board 'Ecolibrary', created by 'Pencho Slaveykov' Public Library Varna as well as the ways of presenting online were described. The participants asked questions about the options of the social media for sharing information and actively participating in the creation of new library services. They expressed their positive impressions from the online training.

First Webinar Photogallery:

<http://www.libvar.bg/culture/2015/november-2015/webinareco/index.htm>

Presentation about Pinterest:

<https://www.youtube.com/watch?v=-V05jWHadwI&feature=youtu.be>

2. A month later, on 9<sup>th</sup> December 2015, a second webinar was organized about sharing creative ideas on Pinterest. Some of the participants in the first webinar took part again. They had registered in Pinterest and made their own boards. Some problems in using this social platform were discussed and the successful boards were presented.

Second Webinar Photogallery:

<http://www.libvar.bg/culture/2015/december-2015/webinareco2/index.htm>

3. During the second webinar the BrickMe platform was presented to the attendees as well. The benefit of this service was evaluated by the comments and bricks received later on the platform.
4. An online training for using YouTube is in the development process.
5. Regional conference titled 'Libraries – Place for Everyone' organized by 'Pencho Slaveykov' Library was held in Varna on 11<sup>th</sup> May 2016. About 100 participants from more than 35 university, school and small community ('Chitalishte') libraries attended the conference. This service was presented in details and discussed.

Conference program:

[http://www.libvar.bg/culture/2016/may-2016/programa\\_seminar\\_11052016.pdf](http://www.libvar.bg/culture/2016/may-2016/programa_seminar_11052016.pdf)

Step by Step Development of a Webinar	
Step	Description
Step 1	Setting up a team of library experts

Step 2	Conducting a research on practical skills of librarians for using social media and needs of trainings on the topic
Step 3	Developing a BMYou of the service
Step 4	Investigating different web platforms for online conferences and trainings and selecting the proper one
Step 5	Selecting the first social media for training and developing a detailed presentation for its usage
Step 6	Registration of the first webinar on the selected platform
Step 7	Creating an information poster or flyer which to invite the target group to participate in the webinar
Step 8	Launching the scheduled webinar
Step 9	Processing the results
Step 10	Registration of the second webinar on the selected platform
Step 11	Inviting the first webinar participants to take part in the second one
Step 12	Launching the scheduled webinar on which the usage of the selected social network is discussed
Step 13	Feedback and evaluation
Step 14	Final adjustment of the service if needed

#### 6.7.4. Makerspace

**Backgorund Information:** A library makerspace is an area and/or service that offers library patrons an opportunity to create intellectual and physical materials using resources such as computers, 3-D printers, audio and video capture and editing tools, and traditional arts and crafts supplies. In the field of library science, makerspaces are classified as a type of library service offered by librarians to patrons.

In a library makerspace or maker program, patrons of varying ages can work together, alone, or with library staff on creative projects. These spaces often give community members access to tools, technology, and social connections that may not be easily accessible otherwise. The goal of a makerspace is to allow patrons to learn through direct experimentation and from each other. Library makerspaces do not require specified areas; a pre-existing space can be temporarily modified (or "made") to better suit the needs of participants. It is more about the intentions of the makers than about the qualities of the space itself

Beginning around 2006, the "maker movement" grew out of DIY culture. Libraries took notice and began offering programs and redesigning spaces to address related interests within their communities. The first public library with a maker space was the Fayetteville Free Library.

A library makerspace is intended to allow community members to experience technology or activities that they previously were not able to access. As many maker spaces include technology like 3D printers, sewing machines, soldering guns, coding, robotics, and wood carving machines, patrons are invited to experiment freely. The purpose of a maker space is often expressed to be inspiring an interest in science, technology, design, and life-long learning in the people who are served by the library. Over time, it is expected that the available activities within each individual maker space will grow to reflect the interests of each community in which the library is housed. Makerspaces are also intended to allow minorities or underrepresented populations, like women, or people with disabilities, to become involved with technology and fields they may not have previously considered.

There are many types of makerspaces offered as a library service. They are usually developed around a certain type of medium, technology, or even patron age group. Some examples include computer programming and coding, 3D modelling and printing, games, and traditional arts and crafts. Although experts in the area may be available, the community atmosphere of the space allows patrons to learn from each other and experiment rather than receive lessons.

Maker spaces have also grown to allow patrons to take classes to develop a certain skill, like cooking, sewing or yoga.

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**Service Description:** Makerspace is an innovative service, which gives the opportunity to the user to get to know the technology achievements and their implementations for educational purposes. The potentials of the modern library as a place for studying are shown through the Makerspace methods "Learning through making" and "Play and learn". The traditional educational function of the library is integrated with the innovation methods for studying, which makes the library an attractive place for young people. A mandatory element for the program Makerspace is the presence of a mentor, who introduces the participants with the science terminology about a certain topic and who helps with the practice side of the activity.

**Aim:** The service develops cognitive and creative skills in the young audience as well as in the librarians through a game approach. The library turns into a space not only for knowledge but for practical skills as well. The innovative service shows the real potential of the library for knowledge and creativity.

**Target Group:** Kids, teens and young people, educational organisations.

**Importance:** When most people think about libraries, they think about books. But the libraries could offer a lot more for studying than the synthesised knowledge in books, giving the opportunity to gain practical skills - from customs to science. The libraries are a cultural space for transmitting experience through book and through dialog. Makerspace gives the opportunity to learn something new through an experiment, inventing and exchange of experience as it presents the library to the young people with science achievements, though the "play and learn" methodology, through science games and mentors - specialist in different fields.

**Rationale:** There is a lack of formal teaching and technological equipment, which can satisfy the needs of the young people for gaining skills in the field of 3D modelling, as well as the already developed

programs like “play and study”, which introduces the achievements of the modern science and the opportunity for renew energy to the younger people. A series of Makerspace is developed, in which the participants have the opportunity to meet the 3D technology through design and models with a 3D pen and/or 3D printer. In Makerspace basic knowledge and skills for using the new technologies as a mean for saving the nature’s resources is gained. Robotics, ecology, physics and electro technic become more accessible for the younger audience of library visitors through constructing robotics models of alternative energy sources. It is curious to learn how a potato becomes a watch battery.

**Scope:** Actively implementing the method “Learn and play” in an informal teaching of kids, teens and young people.

**Smart ICT Used:** 3D Doodles, 3D printers, Software for 3D printing

**Outcomes:** The new library service has the potential to develop creative and cognitive skills in the kids and teens, but it is oriented towards life-long learning. The library becomes an attractive and creative space: atelier for creation, space for learning, sharing and having fun.

The expected outcomes are:

- Gaining new skills
- Getting to know the modern 3D technology
- Breaking the stereotypes in the teaching models and giving the opportunity for knowledge and skills, gained in an unusual way
- Reaching more users with the library-informational products and services
- Attracting new users
- Increasing the users knowledge and creativity

#### **Development Process:**

1. A team of library experts was set up.
2. A process of defining the users need for such activities was conducted.
3. Examining the world experience in the field of Makerspace.
4. A BMYou of the service was developed.
5. The most suitable equipment - 3D printer, 3D doodler was selected
6. Training the library’s staff for working with the 3D printer, 3D doodler.
7. A promotional video and posters were designed.

Promotional video: <https://www.youtube.com/watch?v=gMabIHAApQ>

Implementation of the Service: 15 Makerspace events were organised in the period January-June 2016.

- 3D modelling course started in 2016. It is scheduled on a monthly base.

3Doodler Maker-space. Art Gaming with my favourite 3D Model

April 2016: <http://www.libvar.bg/culture/2016/april-2016/maker-space-06.04/index.htm>

April 2016: <http://www.libvar.bg/culture/2016/april-2016/maker-space-08/index.htm>

May 2016: <http://www.libvar.bg/culture/2016/may-2016/makerspace/index.html>

June 2016: <http://www.libvar.bg/culture/2016/june-2016/makerspace02/index.html>

June 2016: <http://www.libvar.bg/culture/2016/june-2016/makerspace08/index.html>

June 2016: <http://www.libvar.bg/culture/2016/june-2016/makerspace09/index.html>

- 3D printing and modelling course  
March 2016: <http://www.libvar.bg/culture/2016/march-2016/3d-modelirane/index.html>  
April 2016: <http://www.libvar.bg/culture/2016/april-2016/3d/index.html>  
June 2016: <http://www.libvar.bg/culture/2016/june-2016/3D2/index.html>  
June 2016: <http://www.libvar.bg/culture/2016/june-2016/3D17/index.html>
- Maker-space Robotics  
June 2016: <http://www.libvar.bg/culture/2016/june-2016/makerrobotics14/index.html>

## Statistics

Facebook Page (January-June 2016)	
Visits	910
Shares	2
Likes	12
Participants (January-June 2016)	
Participants	310

### 6.7.5. Video Tutorials “Library Knowledge”

**Background Information:** The user could watch the video tutorial in a suitable time and place. Users could overcome the worries when having trouble when searching the database. The complex information is delivered easier through a video tutorial and captures the attention of the potential library user. Step by step different opportunities about working with the electronically resources are presented. As a result the next step is building an own version of “Get to know the library” tutorial for the next participants.

When working in a group an important motive is the desire to look back to the history and to share mutual values.

Advantages of a visual presentation:

- Captures attention
- Influences emotions effectively
- Delivers fast more complex information
- It is perceived easier and faster

In both versions (individual and group) the aim is to explain the resources of the library for young people, who prefer presentations with modern tools. For the young people the visual presentation is closer to the way they communicate. The video tutorials are not a traditional way of attracting the community’s interest to the world cultural heritage available through the library’s collections. The Visual approach is an informal lifelong learning model.

**Service Description:** The service is a series of video tutorials, showing the variety of library resources through the means of the modern information and communication technologies. The video tutorials

are presented on the library's website and are accessible via different social media or on the library's workstations. The tutorials are developed for PC, tablets, smartphones and other mobile devices.

**Aim:** The aim of the service is to increase and/or improve the information literacy of the users through an innovative programme presenting the library services.

**Target Group:** Teachers, explorers, and professionals expressing interest in this field, students and potential library users. It could result in establishing communities or clubs for interests. It provides information about the library's resources through video spots created by librarians and users.

**Importance:** The number of information resources increases very fast in the last few years. It is getting difficult for the people to orient among all of them, which leads to the fact how important the information literacy is. Now, when the information literacy has become a part of the program of many institutions, it is important for the libraries to present their potential in different formats. The library services are oriented directly to the public needs and have to respond to them. This increases the importance of the user trainings about the information opportunities and the functions of the library.

**Rationale:** There is a need of presenting the ways of using the information resources of the library. A lot of information and communication resources, created for the Varna digital library are presented. Video tutorial on different topics are created, which increases the interest of the young public towards the history of Varna. Those are published on the library's website (Winter Varna, Summer capital, Bulgarian authors in a Bulgarian school). The main reason for the development of this service is that there weren't any video tutorials presenting the services of the public libraries in Bulgaria. There is a need of creating innovative programs on this topic. The tutorials could be applied for individual work or for group trainings. The model is applicable for every library.

**Scope:** Problems about the informational literacy, creation of an informational resource. Services and practices for searching information and working with the library's database: Varna digital library, ways of searching in the online catalogues etc. The training includes video tutorial, theme tasks about the content of the promoted informational resource. New informational and communicational technologies are used.

**Smart ICT Used:** Software for producing video materials

**Outcomes:** The people who are trained under this program are able:

- to increase their informational literacy
- to get to know the library services
- to express their informational needs
- to get new opportunities for their research work
- to include the library's resources in their programs and practices

**Development Process:**

1. A team of library experts was set up.
2. A research on practical skills of librarians for using social media and needs of trainings on the topic was conducted.
3. A BMYoU of the service was developed.

4. Different software solutions for stop motion animation were investigated. Apple iPad and its mobile app was selected.
5. A video tutorial was developed how to use the resource of the Varna Digital library.
6. The first tutorial is focused on Varna Digital Library and its searching tools. The tutorial reveals the usage of the advanced IT tools in the library's informational recourses.

Development Process Video: <https://www.youtube.com/watch?v=2vIOd14IWPE>

Demo Stop Motion: <https://www.youtube.com/watch?v=6Je1sgLOyKE>

Fisrt Video Tutorial: <https://www.youtube.com/watch?v=-KljTnvAAFo>

**Implementation of the Service:** A few workshops were organised within the life span of the project. 27 people took part in them: 8 cultural specialists, 14 young readers and 5 museum workers.

1. On 9<sup>th</sup> and 11<sup>th</sup> May 2016 a series of video tutorials titled *History of Varna in images* were presented at the Regional History department as apart of the National Library Week to the members of the club "Intellect'.
2. On 12<sup>th</sup> May 2016 the people from Regional History department visited the Revival Museum in Varna. A seminar "The explorer: what will you find in the digital library?" was organised, presenting the Digital library to specialists from the museum.

Event Photogallery: <http://www.libvar.bg/culture/2016/may-2016/muzei/index.html>

3. On 16<sup>th</sup> June 2016 a video tutorial *How to search in the digital library?* was presented in front of students from professional high schools in the field of economics and navigation with the support of the Varna trade-industrial chamber at the Museum of New History. In response of the interest about the history of Varna there was a seminar about the traditions in the navigation and the trade in Varna at the invitation of the Varna trade-industrial chamber. The group, which will use the resource of the library, was trained. During the training there were tasks about searching the database.

## 6.8. Dissemination

Dissemination was carried out mainly through project website and both general social media accounts of the project and social media accounts of partners.

Project website: <http://xlibrisproject.org>

### 6.8.1. Social Media Channels: Bulgaria

- Facebook: <https://www.facebook.com/libvarna>
- Youtube: <https://www.youtube.com/user/libvar>
- Instagram: <https://instagram.com/libvar>
- Vimeo: <https://vimeo.com/channels/xlibrisbg>
- Smore: <https://www.smores.com/u/publiclibraryvarna>
- Pinterest: <https://www.pinterest.com/bibliotekavarna/>