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## 4.1

# Current State of Radviliškis District Municipality Educational and Sport Service Centre

Radviliškis District Municipality Educational and Sport Service Centre consists of five departments:

- Day centre department for the people with mental disabilities,
- Pedagogical and Psychological service department,
- Sport department,
- Accountancy department for educational institutions in the district,
- Non-formal training department for adults and young people in the district.

All departments of the centre work for educational business in the district. Non-formal training department for adults and youths organizes a wide range of non-formal and informal educational activities for adults and young people in the district.

The department is responsible for creating, organizing and implementing lifelong learning programmes including in-service training programmes for pre-school, primary, secondary and vocational school teachers and the staff of educational institutions in the district. The teachers in Lithuania have to develop their competences and skills continuously and to prove if they satisfy their degree of qualification every five year. So, almost every town in Lithuania has its educational institution which is responsible for development of the teachers' qualification. The institution follows the priorities of the educational policy in Lithuania, Programmes of in-service training are written and delivered to teachers in various subjects. Training programmes aim to develop teachers' personal, cultural, professional competences. The main directions of teachers' in-service training are:

- Dealing with special educational problems,
- Creative learning,
- School leadership development,
- Development of educational quality assurance system,

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(\*) This part of the text is copied from Chapter 2 (IO1) in order to keep the integrity of the content

- Development of students' achievement assessment system,
- Implementation of the new technologies into the educational system,
- Educational process and content modernization,
- Development of methods and ways to make lessons more effective,
- Analysis and prevention of students' drop outs and effective school management.

Besides following the priorities on the national level every year the institution performs the survey in the schools to learn the teaching gaps that the respondents identify. Under the received feedback in-service training programmes are prepared and implemented. In addition, the organization coordinates teachers' methodological groups (each group represents a different teaching subject).

Those groups are responsible for developing and improving teaching quality and achieving better students' results in district schools. Moreover, the institution receives many initiatives for training programmes from the methodological groups. In-service training programmes consists of six, eight, sixteen, eighteen hours or even longer, If a programme is longer than eighteen hours it is usually presented to be accredited. To implement these training programmes teachers from universities and colleges under their teaching subjects are invited to deliver the programme.

There are many teachers who have considerable expertise in dealing with problems of teaching their subjects. This type of trainings is considered as a good practice training programme. What is more, there are training programmes which are initiated by school communities in which the whole community develops their competences, for example, leadership, management of lessons, ICT application in classes, etc. After a programme has been completed the participants are issued with certificates or references which depend on the amount of hours of a programme.

The Centre has an agreement with Šiauliai University which has pedagogical programmes for teachers' in-service training and provides internship opportunities for students. Thus, Radviliškis district municipality educational and sport service centre cooperates with the university for implementation of in-service training activities in non-formal training department in the district. The students from the university carry out research for the needs of teachers or other educational issues.

Additionally, the centre provides district's residents with a variety of educational activities and programmes which encourage them to participate in LLL. Most popular LLL programmes are languages, English, German and French, different programmes on the use of information technologies and arts. The courses and programmes are advertised every year in August and September using traditional

and social media. Every academic year we have several level language courses, different programmes on the use of information technologies and permanent groups of arts for women. The art works such as painting, decoupage, embroidery, needlework, knitting and etc. are exhibited in different places, for example, the cultural centre and public library every year.

The centre is also accredited for testing European Computer Driving Licence (ECDL) and the level of the English language under European frameworks of languages. The department provides non-formal education and assessment of the above mentioned testing to different professional staff such as public institution officers, service officers.

The other target group of the institution is the youth in the district. The institution works in two main fields with this target group. One target group is smart pupils and it is related closely to formal education which includes the implementation of activities devoted to the encouragement of pupils' academic development. The institution together with methodical teachers' groups discuss and organize olympiads and competitions in which smart pupils of different ages and from different school compete for the best academic results. In addition some olympiads and competitions are initiated at the national level and it is almost compulsory to organize them at the local level to find who is the best pupil in a specific subject with this pupil is being sent to represent the district at national level.

The other group of youth is totally different and which requires different very professional work. They are 'drop outs', juvenile offenders and other young people facing social problems. There is a special team, of youth workers in the institution who are responsible for working with this target group. They organize active free time activities, individual and group coaching and career consultations.

Seniors are another target group which are active clients in LLL training activities in the institution.

They participate in lectures such as:

- Positive attitude to aging problems,
- Social care,
- Law,
- Healthy lifestyle and others.

There is a managing board which discuss with the members and look for lecturers for their learning. They have long courses in which they learn languages, computer-literacy and learn different handicrafts. Delivering training activities for this group of learners is a voluntary job. Seniors receive a very small amount of finances for their trainings, so most lecturers and trainers deliver trainings voluntarily.

Most training except for projects are chargeable, so learners have to pay a nominal amount for training activities which might differ, but there are some limits ordered by the municipality.

It might be exceptions for the learners who represent disadvantaged groups of the district such as people living in remote places, seniors, unemployed and disabled people.

The centre is very active in international projects which help to expand training activities to different target groups, develop the quality of non-formal education, improve and solve management issues, share a good practice and of course, offer a wider range of learning subjects. International, national and local projects contribute in the field of evaluation and findings of learners' needs.

The institution has been participating in international projects since 2005. The project devoted to developing adults from disadvantaged groups' IT and social competences was implemented in 2005-2009 under Grundtvig programme, secondary school teachers developed their IT competences learning how to apply IT tools in classes (Grundtvig) in 2009-2011. Adult teachers participated in Nord Plus programme and improved their teaching competences and skills for working with adult learners (2012-2014).

The institution has had several projects for young people. During project activities young people developed social skills, active democratic participation, learnt cultural issues, etc. The projects were implemented under the programmes of Youth in Action and Europe for citizens. A lot of youth and senior people's activities were implemented supported by municipality funds and the Ministry of Social Care and Health. During these activities both groups learnt to follow healthy lifestyle and have active free time activities.

The seniors gained knowledge of coping with aging problems, youth participated in camps which were dedicated to active free time activities. The youth workers participate actively in international programmes which support them with useful knowledge of working with disadvantaged youth groups. They had a lot of activities devoted to reducing youth harmful habits such as abusing alcohols, drugs and smoking.

The non-formal department for adults and young people implement Lifelong learning programmes in the district including different age target groups from school children to seniors aiming to meet the requirements necessary for a 21st century individual.



## 4.2

# Current State of School Libraries in Radviliškis

Every school in Lithuania has got its library. However the type of the library usually depends on the type of the school. If the school is a gymnasium (students 14-19 years olds) the library funds are different from the funds in a library of a basic school where 6-14 years old children study.

The general task of school libraries is to provide educational resources for students and teachers mostly in the form of printed resources and rarely in other forms such as e-books, audiobooks, professional websites, etc. In addition this institution in the school is responsible for the organization of course books. All course books arrive to school libraries, they are registered and delivered to class groups. Teachers are responsible for course books of a teaching subject. Naturally, teachers take course books at the beginning of the school year and return to the libraries at the end.

Most libraries own an extra room where school children can read, study or work on a computer. Nowadays all libraries have computers.

Even though, school libraries have been connected to the system of MOBIS which are supposed to be a close system among school libraries in Lithuania however the system MOBIS does not work properly as the school libraries are not connected to each other and they cannot follow each other's funds. In addition there are still some libraries in the district which haven't been connected to MOBIS yet. So these libraries still continue to work with paper registrations while delivering and receiving books from clients, describing and registering books. Nevertheless, MOBIS is starting to operate, school libraries continue their service in old fashion different from big public libraries. Each book delivered to a client is written to a client's register and when it is returned the librarian signs on the register which means the return of a book.

The library is also the place where teachers and their students have literature afternoons to commemorate writers, poets or historic personalities for their birth or death dates, or other important events related to famous personalities.

Moreover school libraries have a room or a part of the room which is devoted to the secondary school students' career. Librarians and teachers plan consultations and information of students' career.

School libraries try to increase children's confidence and enjoyment of reading, open up reading choices, offer opportunities for the school community to share reading experience. The library also raises the status of reading as a creative activity.

The school library's working hours are very convenient for school community. It opens a little earlier than the first class starts. Schoolchildren can come to the library and prepare for classes especially those who are in the village schools as a school bus brings students early to school. In addition the service of the library is free. The

clients do not pay for the use of literature and information. Some school libraries provide the service of making copies and for them clients have to pay.

School libraries still lack money for buying printed or e-books which are very necessary for school communities (students and teachers). For example, schoolchildren have some literature which is compulsory to read, but libraries do not have enough books for each student so that all students could have one in the literature class. What is more, not all books can be found in the digital format.

Nowadays school libraries have fewer possibilities for subscribing magazines, journals and newspapers, which could be very useful for different subjects such as literature classes, physics, history and etc.

Even though libraries try to be attractive and using different methods try to encourage schoolchildren to read more, interests in literature and reading are decreasing. It is obvious that printed documents are losing their purposes and school librarians have noticed that young people are interested in sleazy and cheap information on the Internet. So school libraries have the task to find methods and approaches to attract young people to more valuable information than they are interested at present.

It is obvious that the traditional library is competing with the Internet as the latter is more convenient but school library is not going to disappear as it provides more functions at school. Thus the challenge is to find right approaches how to modernize it, attract clients and involve in reading, and other lifelong learning contents.

#### 4.2.1 The Role of School Librarians in Lithuanian Schools

The librarian performs an integral role in promoting an effective education at school. They have to collaborate closely with all teachers across different grade levels and subjects. They also work with all students considering literature and course books. Librarians have to book course books after they discuss with the teachers and decide on the content of the course. The librarian should follow the curriculum and information related to the subjects taught at school to be competent to learn about compulsory and optional literature students should read for their literature classes.

They promote literacy development and foster lifelong reading habits among schoolchildren helping them to select books, magazines and other printed literature. Organizing literature afternoons librarians together with literature teachers try to engage schoolchildren in reading. Different occasions organized in the library help students learn more about writers, poets and historic figures, moreover some students participate in organizing these events, which encourage them learn more in such subjects.



Librarians also have learnt a lot of about the didactics, methodology, psychology and educology in general. They should know which pedagogical literature is useful and necessary for a modern teacher. School libraries receive a lot of pedagogical literature from country's educational institutions as a result of different projects and programmes. Next, they have to order the other special literature from publishers' catalogues so it requires competences and knowledge to select good ones. Usually, they work with school administration and teachers' teams to make the right selection.

The librarians are very busy at the beginning of school year and at the end the delivering and receiving course books. This work takes a lot of time because they have to count them, check how many are missing, look through each to evaluate the state of each course book. Before the beginning of the school year librarians receive the students' list and they have to check if there are enough course books for all subjects necessary for each course taught at school.

Librarians gather information related to students' career. Some of the librarians in the district are responsible for consultations of student's career. Together with class teachers they organize career classes for a group of students, organize trips to different institutions, inform and consult on future studies. They also organize questionnaires for establishing the most suitable career for each student depending on his/her personality.

Librarians keep the library organized and tidy for example, clients will not put the book back where they found it, organize library catalogues and try to make them easy to use. They also try to maintain quiet environment even though it is very difficult to do it during breaks at school.

The librarian's function as an educator is one of the most important. It is obvious that this role is frequently unrecognized. There has been too little attention paid to the research role that should be played by the librarian. With the development of new methods of information storage and dissemination, it is imperative that the persons primarily responsible for this function should be actively engaged in research. Librarians lack trainings for working with various media, how to select the right information for their clients what to suggest reading for necessary knowledge. School librarians should find the solution how to survive in the world of electronic information.

School librarians participate in different in-service-training programmes such as how to provide information attractively, motivate students to read. They also share good practice examples how to reach successful reading results. In addition they learn how to create and make advertisements which encourage reading, how to advertise literature, how to create an attractive list of literature items. They have had seminars and courses for developing their IT skills.

School librarians understand that school libraries are becoming more and more important but there is a need to change. What is more, the library as an institution is becoming an information provider with IT skilled specialist who is ready to function in an electronic environment. 21st century librarian should be able to select, organize, service not only printed documents but also other digital media, to assist users in searching necessary information sources, cooperate with other libraries, train schoolchildren and teachers on Internet use such as Internet tools, engines, platforms, online database and catalogues, electronic journals and etc.

#### 4.2.2

#### Areas of Improvement

The challenge is to develop librarians' IT competences and skills, to use Information technologies for servicing clients and gaining more knowledge in the use of Internet sources. Lack of competences to manage digital information, social media, use different platforms are some of the problems.

First of all the librarians should develop their IT skills to be more qualified.

Nowadays all librarians have basic skills of computing however it is not enough to use and work on the platforms organized for the libraries. Information technologies have been developing very fast so it is very important not to tarry. For example, only few school libraries in the district use MOBIS, the system which is devoted to

modernize the service of school libraries because librarians lack IT skills. This system would help them organize funds better, as they would know which client has a necessary book, journal or newspaper. They could inform clients about the time when the item is returned and when another client can take it from the library. They wouldn't need to have paper index card system and folders. They also lack daring for being active on the social media and supporting their clients with the necessary information because of lacking necessary IT skills.

Librarians lack competences which could help them organize their school library's work. First of all they have to improve ICT skills even though they all have basic ones. The information technologies are developing very fast so they need to develop their IT skills constantly, for example, communication skills tightly linked to IT, the use of social media and their tools, how to use social

media tools for accumulating digital material, advertising various library and school's events, establishing and organizing on-line events, using mobile tools for accessing digital information and modernizing library's services. In addition the librarians in the district haven't had much trainings and school communities have been changing and they require different age communication especially children, who are a new generation. The librarians need to develop their teamwork skills to be better at building teams of the library members. Critical-thinking and leadership are other important skills which help humans be active and motivate them to change long ago established attitudes. In addition librarians claim that psychological competences are very necessary to avoid misunderstanding communicating with modern generation and learning their needs. School librarians should organize their work attractively to have more clients in their libraries so they need to develop entrepreneurial skills.

The task of the educational centre is to prepare a training course programme for librarians and teachers in which they could develop their IT competences to be able to use the system MOBIS and manage digital information. The librarians and the teachers stated they would like to have a platform in which all district school libraries could share the information about books, e-book, Internet websites and course books when they lack them in their schools.

The librarians would like to service their clients more professionally, helping them in searching necessary digital information. Mostly the school library is used for schoolchildren and teachers, but sometimes students from universities and colleges visit the library because they need some pedagogical or psychological literature, which not all public libraries can have, so librarians should be very knowledgeable to help their clients. They should learn a lot to accumulate necessary funds (printed and digital). Their skills would help them select the right Internet data related to academic knowledge. The information about school libraries, their activities and news are published on school websites, so the librarians stated they would like to be more skilled to prepare this information more attractively as now they usually ask IT teachers to help. They would like to learn more about social media, social networks and be active on them.

There is a need for training to change a traditional library into a sophisticated one with a professional librarian, who is skillful to manage digital data and online service such as informing clients about the status of a necessary item, supporting with necessary information and etc. Moreover, this modern library is supposed to create an effective service with online catalogues and the information of delivering/ receiving documents, which can be very useful for clients who need them.

## 4.3 Service Co-design and Methodology Development through Workshops

Workshops organized for co-designing and defining services with school librarians and their users (students and teachers) 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 two days workshop was organized with school librarians (3-4 March 2015) and another two days workshop was organized with library users (5-6 March 2015) at Radviliškis Educational Centre, Lithuania.

### 4.3.1 Participants – Librarian Workshop

Librarians from school libraries in the district participated in co-creation workshops.

- Moderator
  - Daniel Weiss (ISES, Spain)
- Partners
  - Temenuga Kalcheva (Pencho Slaveykov Regional Library, Bulgaria)
  - Kristiana Dimcheva (Pencho Slaveykov Regional Library, Bulgaria)
  - Daniel Weiss (ISES, Spain)
  - Vaida Apsegiene (Radviliskis SSPC, Lithuania)
  - Skirmante Petraitiene (Radviliskis SSPC, Lithuania)
  - Carola Dierich (Wisamar, Germany)
  - Angela Hirsch (Gemeinde Kabelsketal, Germany)
  - Serap Kurbanoglu (Hacettepe University, Turkey)

#### · Librarians

- Indrė Grigaliūnaitė – Radviliškis Vaižgantas' progymnasium ;
- Ona Jankūnienė – Radviliškis Gražina's basic school;
- Kęstutė Šivickienė - Radviliškis Gražina's basic school;
- Valia Kondratenko – Radviliškis Lizdeika's gymnasium;
- Vladislava Šiaudykienė – Radviliškis V.Kudirka's basic school;
- Jolanta Mockaitienė – Radviliškis Music school;
- Gražina Ivanauskienė – Radviliškis Lizdeika's gymnasium;
- Vida Pužaitienė – Radviliškis district Šaukota's basic school;
- Nijolė Valatkienė – Radviliškis district Šiaulėnai M. Šikšnys' gymnasium;
- Laimutė Smailienė –Radviliškis district Pociūnėliai basic school;
- Laimutė Petrauskienė – Radviliškis Youth school;
- Aušra Staškūnienė – Radviliškis district Sidabravas' gymnasium;
- Zita Škleinikienė – Radviliškis district Alksniupiai basic school;
- Vita Kasarauskienė – Radviliškis district Šeduva's gymnasium;
- Alma Pranevičienė – Radviliškis Vaižgaba's gymnasium

#### · Background

The stakeholders of X-Libris project are schools and particularly school libraries in the district. School libraries still deliver a traditional service and lack the understanding of the urgency of their role in lifelong learning at present. School librarians still lack the perception of the necessity to modernize the service and their work. The target group of the learners consists of the Radviliškis district school librarians and their clients who are teachers and schoolchildren.

#### · Expectations

The research on the target group established a level of competences and skills; however the participants' competences and skills were rather different. They expected to learn about the modern library's role in the 21st century: how using SMART ICT skills and social media they could create professional library services, build new opportunities in their service and the library could become more appealing for its clients. While participating in the workshops the librarians hoped





to identify their problems, find solutions and create models for their modernized libraries. The teachers and students expected to improve SMART ICT competences and gain skills to use social media. In addition, some participants expected to practice their English. The clients who participated in the workshops were chosen by school communities according to their interests and participation in school libraries' work. Most students were frequent library clients and active readers. They didn't expect that they would be creating a model for a 2025 library service.

#### 4.3.2

### Aims and Goals

The main goal of the workshop was to identify which skills the librarians would need to gain or develop to be able to establish new SMART ICT services in their libraries. The other goal was to make them think about the skills and competences they need and want to gain to be able to establish smart services in the library. The third goal was to inspire librarians to be active in changing an old fashion library into a new 2025 century library. The last goal was to encourage them to design a new service using SMART ICT in their libraries.

#### 4.3.3

### Preparations

Before the workshops with international trainers, two seminars were operated (first in December after the workshop in Ankara and the other - in January) with the librarians. The first seminar was devoted to present the goals and activities of the project, to learn librarians' expectations for the project activities and in the second seminar we discussed their attitudes towards developing SMART ICT and establishing services using smart 3.0 technologies. In addition, we discovered the skills and competences of ICT they gained.

The librarians were asked to talk to their school communities about the participation in the workshop allocated to the library users (teachers and students). The librarians were presented the goals of the workshops. The school librarians of the district were really interested in the trainings (15 librarians of 18 participated in the workshops, there are 18 in total in school libraries in the district).



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

- **Photo Wall**

Photo Wall is paper version of Facebook where participants create their profile and connect it with other participants' profiles. The construction of the Photo Wall (like a Facebook on paper) is an exercise for understanding the common touchpoints between people. It helps to understand who is connected with who, that has a critical relevance to understand the concept of local stakeholder map. This can be combined with Empathy Map which explores what participants are were willing to give/take in the workshop. It helps creating identity, supports team building and contributes to alignment.

- **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.

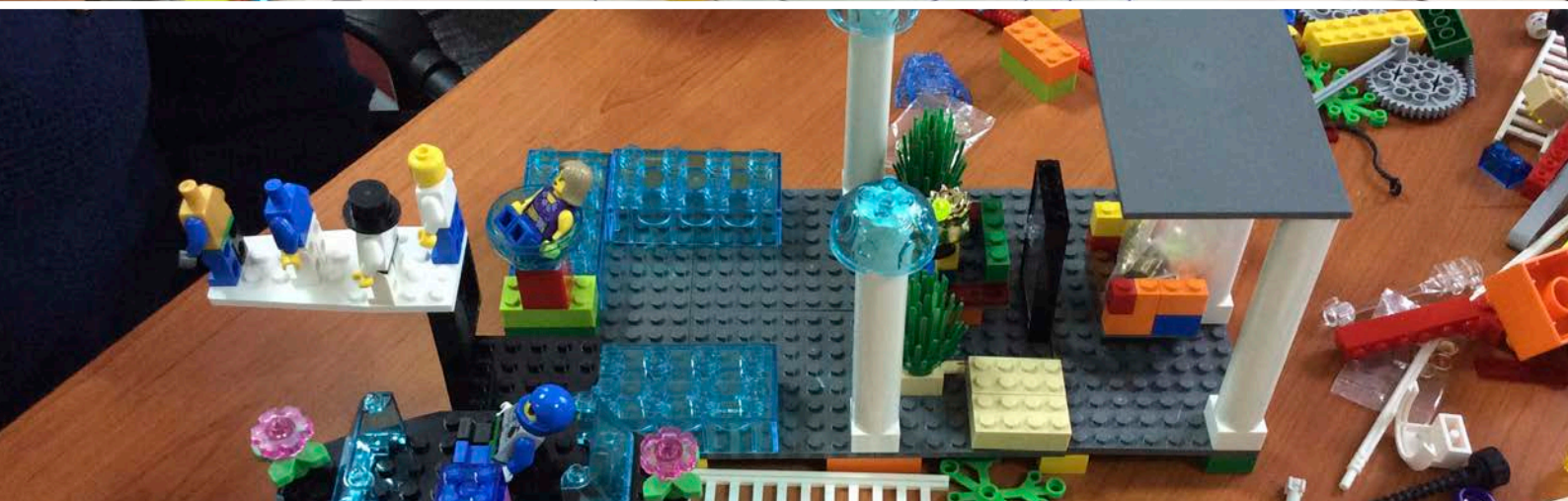
**Posing the Question:** The challenge, which should have no obvious or correct solution, is presented to the participants. The framing of the challenge is clear and concise for participants to connect.

**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.



Lego® Serious Play®





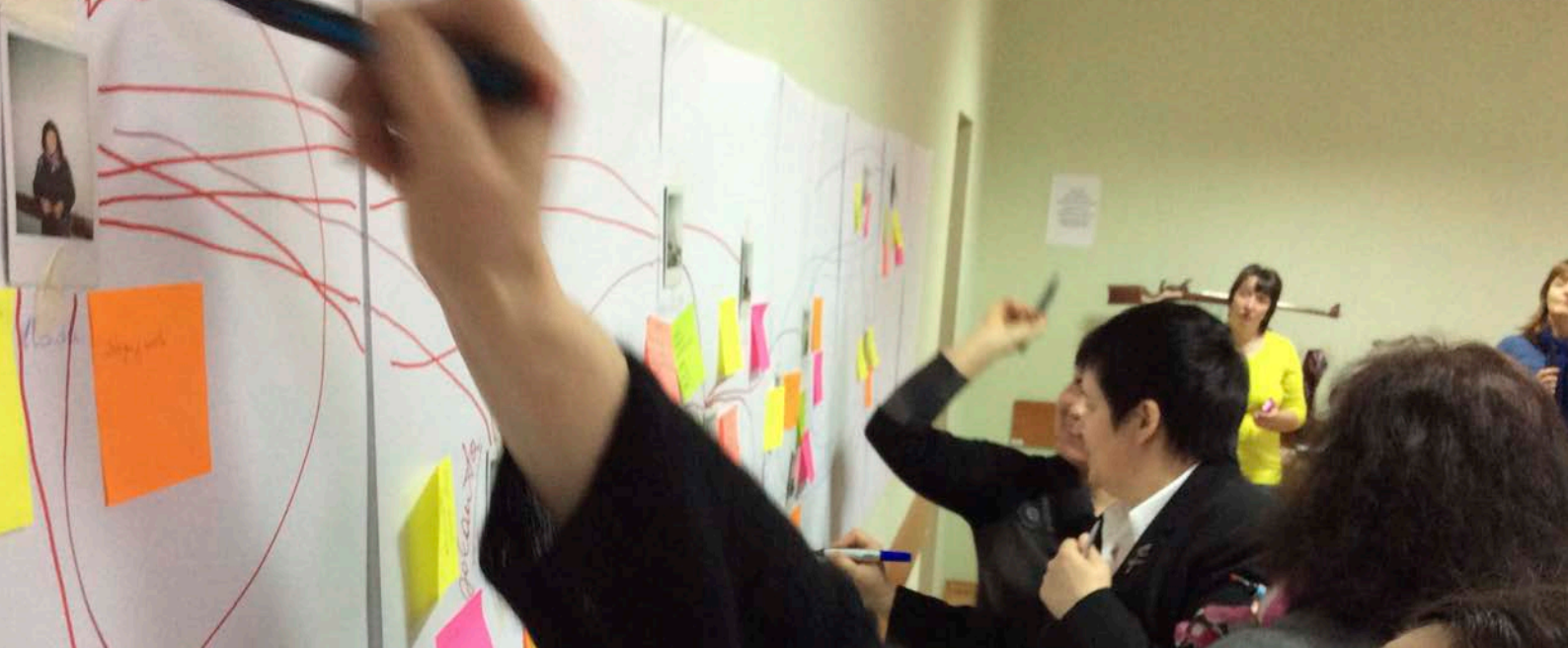


Photo Wall

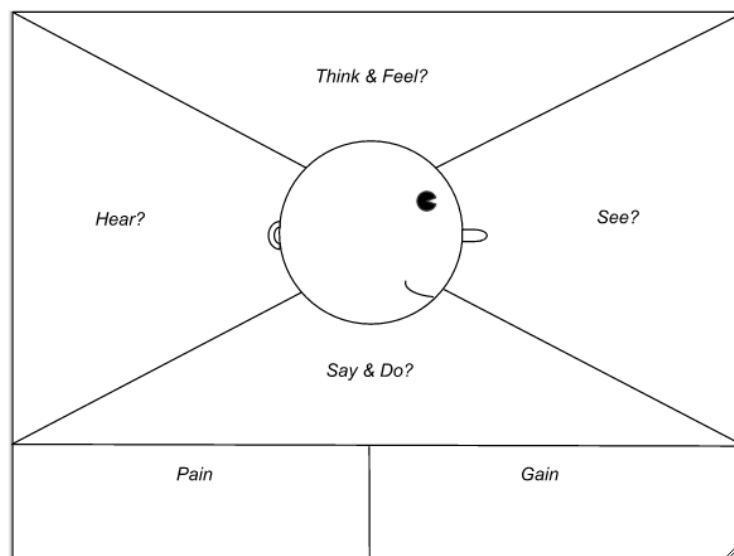


## • Empathy Map

An empathy map is a collaborative tool teams can use to gain a deeper insight into their customers. Much like a user persona, an empathy map can represent a group of users, such as a customer

segment and helps to develop a better understanding of the person for whom the product/service is going to be developed.

Empathy Map is used to help in the discussion about the needs a user has. Using it allows to focus on what was observed, and what can be inferred about different user groups' beliefs and emotions. Designing products/services with the Empathy Map helps to synthesize observations and draw out unexpected insights.

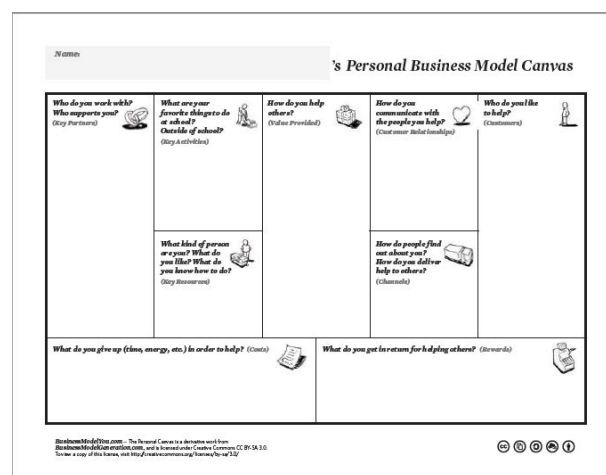


## • Business Model You®

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.

A personal business model is the logic by which an individual creates and delivers something valuable to customers.







# Empathy Map







Business  
Model You®

### · 1st Day (3 March 2015) ·

The trainers prepared the room and the tables for 5 groups.

1. The first activity of the workshop started with the **photo-wall**. Each participant was taken by poloraoid camera and had her poloraoid picture, which was sticked to the wall, then they were asked to write on the stickers their expectation (what to give and to take from the workshop) and what they like and dislike about the job and also to stick on the wall near their photos. The participants were asked to present themselves in front of the photo wall, what they expect to take and give and what they like and dislike about their job. They also told what is their relationships with other participants.

\*Notes and lessons learned: It was too long, people get bored and instead of listening they start talking to each other. Better to make personal introductions short.

2. The participants made an **Empathy Map**. They wrote the ideas on sticky notes and put on the map.

\*Notes and lessons learned: It was difficult to relate to the emotions from previous presentations. Empathy Map (second time it is used after Ankara workshop) did not provide a good result. Participants had difficulties to understand its role and in the end it did not serve to its purpose.

3. The next activity was **Lego Serious Play**. Participants expected to design the lego model of in- service training they need to fulfil their changing role as a school librarian. The participants described their models. Almost all of them focused on competences of cooperation, communication and leadership even though they couldn't explain why they need them, they mentioned about improving the library's room (place) conditions and didn't consider much to think about smart ICT using skills for establishing new smart services.

\*Notes and lessons learned: The establishment of new smart ICT services is very new so the librarians couldn't accept they needed to develop ICT competences to improve library services reflecting modern clients' needs.

4. Then the **team building activity** (Allignment Game) followed. The participants were given twelve rules each for a participant and they had to follow the rule and build a model using Lego pieces. Nevertheless, the rules



# X-LIBRIS: In-service training- Users service design

## Workshop Program

2-6 March 2015

Radviliškis District Municipality Educational and Sport Service Centre LITHUANIA



### your journey in-service training

DAY 3

100%  
intense  
& practical





were explained the participants had a lot of problems to build it correctly. They managed to do it only by a second try.

\* Notes and lessons learned: This activity showed that participants need to develop team work competences and proved that Alignment Game is a very good activity to realize the importance of the issue.

5. The other activity using **Lego Serious Play** was to design the lego model in which the librarians had to show how they imagine themselves in their libraries and they had to describe their models.

\*Notes and lessons learned: The librarians described themselves as the queens (this was unexpected), psychologists, teachers, listeners, helpers and they presented themselves more as owners of the room but not as a library service provider. Lego Serious Play worked well to find out about the actual situation.

6. Another activity was using **Lego Serious Play** to build a model of someone in the group.

\*Notes and lessons learned: This was another activity to get acquainted with Lego. However it did not serve to the main purpose very much.

7. Participants were given some **perception exercises**. FLOP or FLIP and Rabbit-Duck slides were shown, which proved how differently it might be understood. The participants were told the story of a giraffe and asked 4 questions.

\*Notes and lessons learned: The participants saw different words: FLIP and FLOP and different animals and presented different ideas for the questions. It was a useful exercise to show that people might see things differently.

8. The participants were shown the **observation video** with the murder case (Whodunnit!) and they had to explain if they had noticed the changes in the room where the crime had been committed.

\*Notes and lessons learned: Only few participants noticed some changes. Only after it was explained that there were some changes they were more attentive and managed to notice some. This task is found interesting by participants. The activity focused on the improvement of participants' observation skills

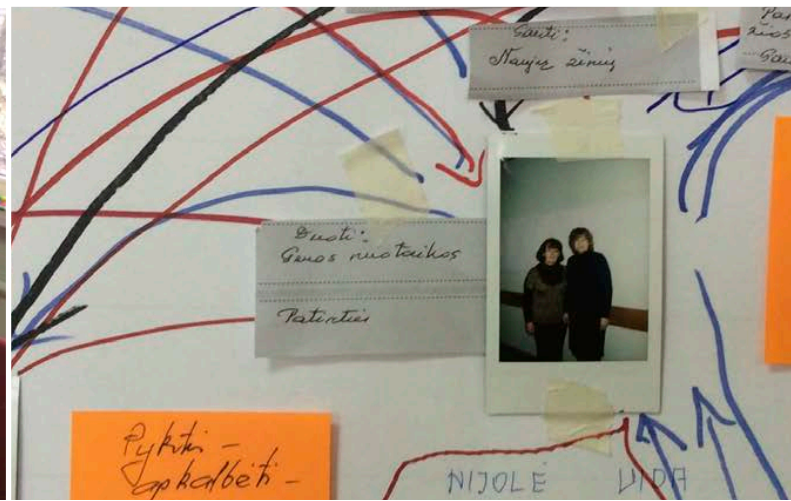
9. Two videos about the difference of **right-left brains** were shown.

\*Notes and lessons learned: These videos were inspiring as the librarians started to examine themselves if they are representatives of left or right brain. These several last presentations focused on making the librarians think how

different they are and what contrasting knowledge they gain. This is another activity which works well to make audience appreciate individual differences and understand how people complete each other in teams.

10. Two videos about **social media** and story of nativity were shown.

\*Notes and lessons learned: These two videos made them consider the power of the social media. The participants liked the story of nativity.



## · 2nd Day (4 March 2015) ·

1. The workshop started with the song and the participants asked to sing and dance along.

*\*Notes and lessons learned: Singing made the participants more energetic and brought some good and positive spirit. Then the participants were explained the programme of the second day's workshops. This is an activity to use when there is a need for appositve start.*

2. The workshop started with the presentation of the social media channels and their tools: A video and powerpoint presented about branding, how to tell stories in the social media and how powerful they are. How we are convinced by these stories on social media, billboards and posters.

*\*Notes and lessons learned: The participants agreed on the power of marketing especially on social media. Because on the first day it was realized that participants were not very familiar with social media, it was a good idea to include this presentation. It provided some background information. Although most of the participants have accounts on Facebook they are very passive users. Most of the participants don't have experience on using social media channels and the tools at all.*

3. The librarians were mentioned about shown Smore flyer about Shelfie competition. The librarians were invited to take part in this competition. They were also given some information about Iconosquare and about getting metrics for Instagram accounts.
4. Next activity was to build a lego model of a new user service by applying smart ICT. There were five groups which created 5 library services. The groups were asked to present their models.

*\*Notes and lessons learned: The librarians were working and creating their new services but it was difficult for them to focus on smart ICT while creating their services they preferred to consider more about the improvement of the room, furniture and other physical things rather than considering the establishment of smart ICT services. But with the help of the trainers they discussed about Facebook account on which they could create awareness about the library by the use of social media, branding competition for students by the use of social media, Skype meeting and video conferences on Skype with authors/writers, mobile app to access to the library catalog, assembling funds of free e-books and making them available on a created platform, discussion forums, virtual school library on created website, virtual exhibition of the events organized by the library.*



# X-LIBRIS: In-service training- Users service design

## Workshop Program

2-6 March 2015

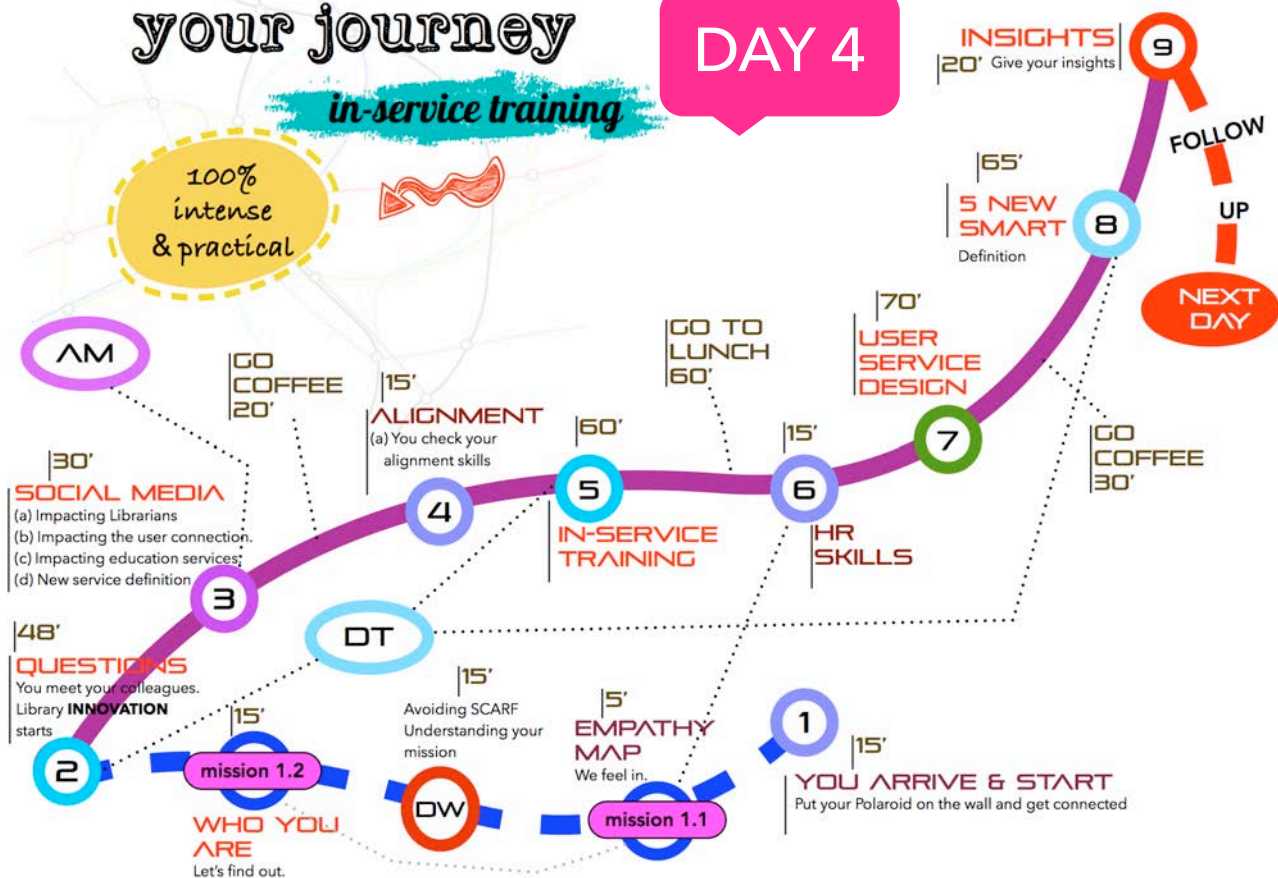
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### your journey

DAY 4

in-service training



5. In the afternoon the participants were asked to work on Business Model You Canvas. They were asked to project the ideas of creating a new service they designed in the previous activity. They had to put colourful sticky notes with the ideas on the canvas and after that present to the whole group. The questions they had to discuss: who helps for establishing a smart service, how are the librarians helped, what do they do, what competences they have and which ones they need to develop, how are they going to interact, and to whom do they help, what do they give for this service and what do they get from it.

*\*Notes and lessons learned: The groups were working hard. The task was very difficult and the librarians needed extra explanation. They were confused when they needed to think about the cooperation with their helpers, decide how they are going to interact, who can be their helpers in creating the service, what they can personally give and get from this service, which competences they need to develop. While presenting their models they were not very precise to the question on Business model. This activity was very new for the participants so they needed more training to understand the matter. More explanations on the canvas and building block could be useful.*

#### 4.3.6

### Participants – User Workshop

Teachers and students from schools in the district participated in co-creation workshops.

- **Moderator**

Daniel Weiss (ISES, Spain)

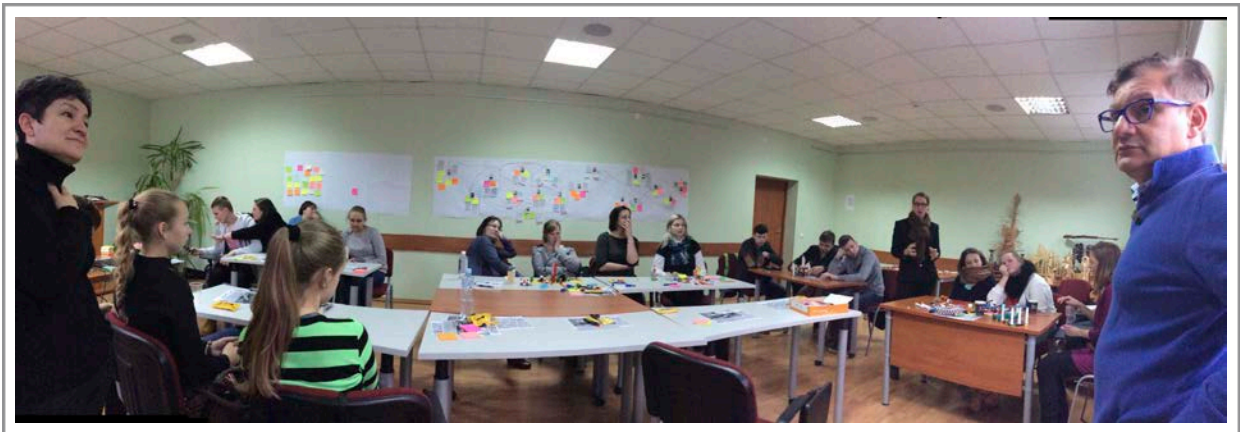
- **Partners**

- Temenuga Kalcheva (Pencho Slaveykov Regional Library, Bulgaria)
- Kristiana Dimcheva (Pencho Slaveykov Regional Library, Bulgaria)
- Daniel Weiss (ISES, Spain)
- Vaida Apsegiene (Radviliskis SSPC, Lithuania)
- Skirmante Petraitiene (Radviliskis SSPC, Lithuania)
- Carola Dierich (Wisamar, Germany)
- Angela Hirsch (Gemeinde Kabelsketal, Germany)
- Serap Kurbanoglu (Hacettepe University, Turkey)

## • Participants list

- Jūratė Kanišauskienė (geography teacher) - Radviliškis V.Kudirka's basic school;
- Giedra Urbonienė (English teacher) - Radviliškis Lizdeika's gymnasium;
- Daiva Sondienė (social pedagogist) - Radviliškis district Grinkiškis J.Poderis' gymnasium;
- Laima Stumbrienė (primary school teacher) - Radviliškis district Alksniupiai basic school;
- Agnė Samulienė (ethics teacher) - Radviliškis Lizdeika's gymnasium;
- Liutauras Rumbavičius (student) - Radviliškis Lizdeika's gymnasium;
- Faustas Norvaiša (student) - Radviliškis Lizdeika's gymnasium;
- Auksė Krivickaitė (student) - Radviliškis Lizdeika's gymnasium;
- Vaiga Aleksandravičiūtė (student) - Radviliškis Lizdeika's gymnasium;
- Deimantė Kaltanaitė (student) - Radviliškis Lizdeika's gymnasium;
- Greta Bžuzauskaitė (student) - Radviliškis Lizdeika's gymnasium;
- Matas Budreckas (student) - Radviliškis V.Kudirka's basic school;
- Ūla Grigaliauskaitė (student) - Radviliškis V.Kudirka's basic school;
- Žemyna Jagėlaitė (student) - Radviliškis V.Kudirka's basic school;
- Ieva Navikaitė (student) - Radviliškis V.Kudirka's basic school;
- Povilas Laiševcevas (student) - Radviliškis V.Kudirka's basic school;
- Nedas Mackevičius (student) - Radviliškis V.Kudirka's basic school;

The same set of tools and methodologies were used as librarians' workshop.



### 4.3.7

## Aims and Goals

The main goal of the workshops was to learn the needs of school library users (mainly teachers and students). Second goal was to encourage them to help designing new library services using smart ICT in their libraries.

### 4.3.8

## Preparations

Preparations were the same with librarians' workshop. Same room and facilities were used. Participants were presented the goals of the workshops. Five teachers and twelve students participated.

### 4.3.9

## Tools and Methodologies

### • Photo Wall

Photo Wall is paper version of Facebook where participants create their profile and connect it with other participants' profiles. The construction of the Photo Wall (like a Facebook on paper) is an exercise for understanding the common touchpoints between people. It helps to understand who is connected with who, that has a critical relevance to understand the concept of local stakeholder map. This can be combined with Empathy Map which explores what participants are were willing to give/take in the workshop. It helps creating identity, supports team building and contributes to alignment.

### • 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.

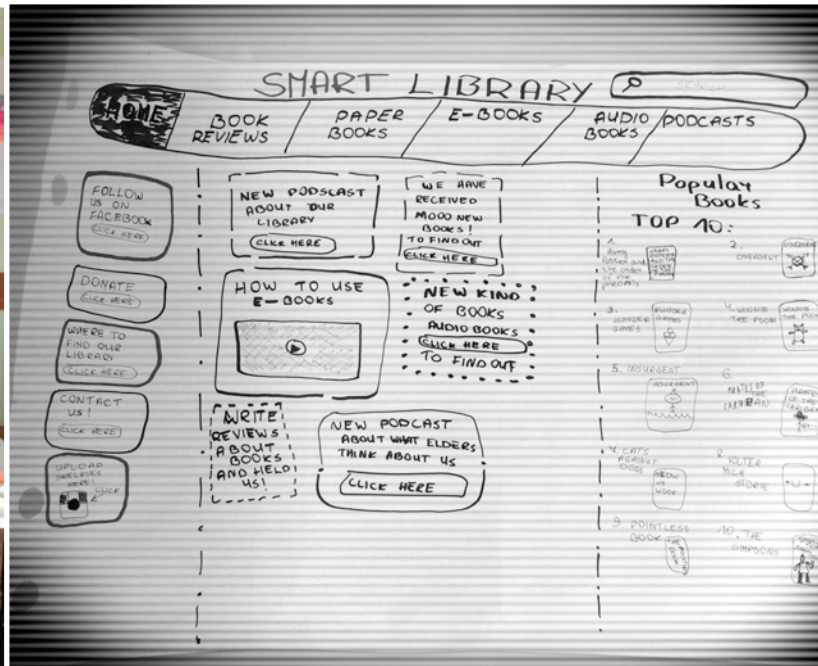


**Reflect:** As a way of internalizing and grounding the story, participants are encouraged to reflect on what was heard or seen in the model.

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.





## · 1st Day (5 March 2015) ·

1. The workshop started with the music to break the ice. The participants were asked to dance together with the trainers.

*\*Notes and lessons learned: The participants did not expect such a start so they were a little surprised. Music and dance works well with young age groups. However, not always with all age groups in all cultures.*

2. The first activity of the workshop started with the photowall. Each participant was taken a polaraid picture, which was stuck to the wall, then they were asked to write on the sticky notes their expectation (what to give and to take from the workshop) and also to stick them on the wall near their photos (their corner). The participants were asked to present themselves in front of the photo wall, what they expect to take and give and what they like and dislike about their library. They were asked to draw lines between profiles to show connections with other participants.

*\*Notes and lessons learned: The participants completed this task fast, some of them could speak English and it saved some time for translations.*

3. Participants were asked to create a model of themselves and explain it. Each of them presented who they are. A personal business model is the logic by which an individual creates and delivers something valuable to customers.

*\*Notes and lessons learned: This activity helped to learn more about participants. They always mention something they have not mentioned before in traditional way of self-introduction.*

4. They were shown perception exercises (FLOP or FLIP and Rabbit-Duck slides), which proved how differently it might be perceived. The participants were told the story of a giraffe and asked four questions to answer.

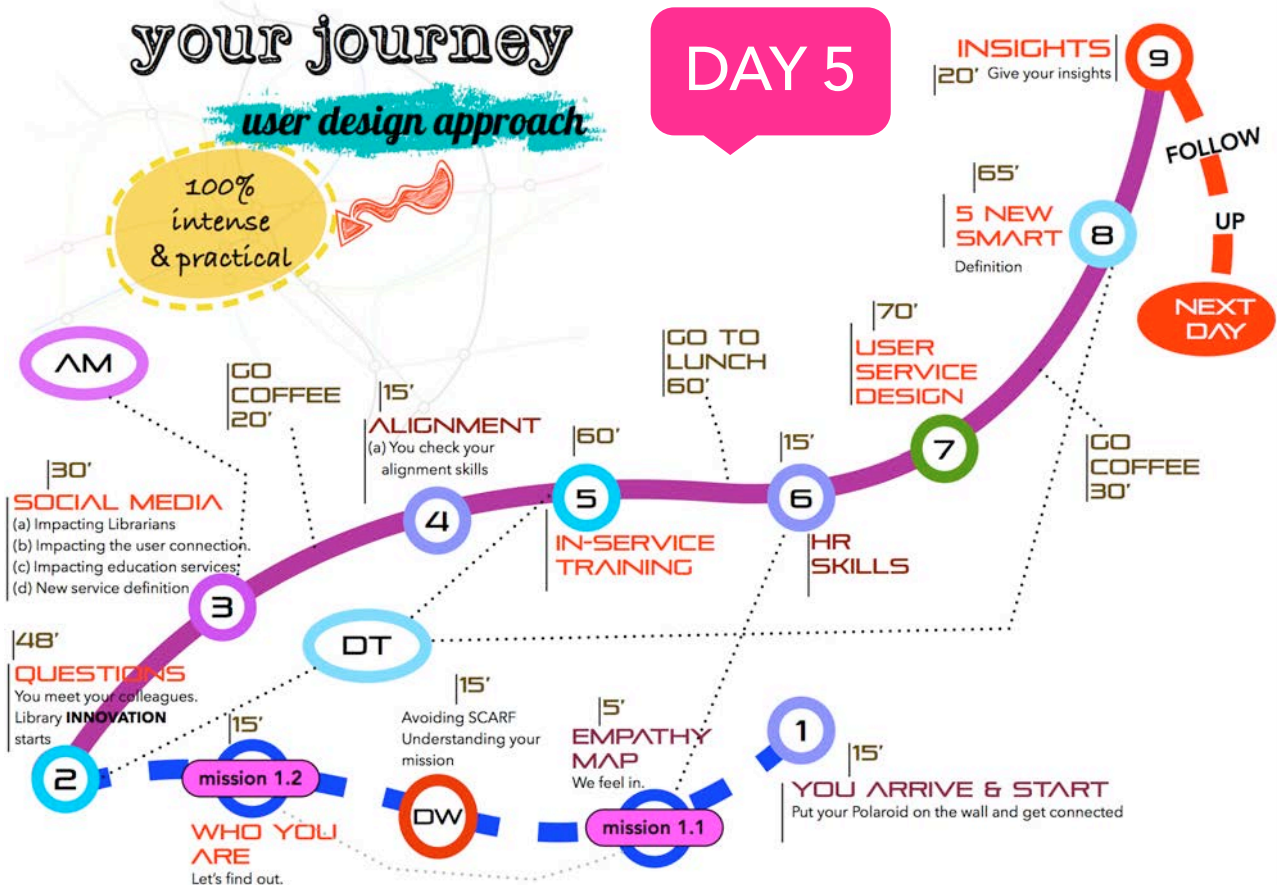
*\*Notes and lessons learned: The participants saw different words: FLIP and FLOP and different animals. They also had various answers for the questions.*

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*This was a good exercise to display individual differences and stress the value of team work.*

5. The participants were shown the observation video with the murder case (Whodunnit!) and they had to explain if they had noticed the changes in the room where the crime had been committed.

*\*Notes and lessons learned: Only few participants noticed some changes in the first run. However in the second run (after explanations about changes) they managed to indicate more of them. The activity focused on the participants' observation skills and was useful to show how complementary they would be.*

6. Team building activity (Alignment Game) followed. The participants were given twelve rules each for a participant and they had to follow the rules without talking to each other and construct a building by using lego pieces. They managed to fulfil the task on the second run.

*\*Notes and lessons learned: This is an activity works very well to show how important communication within a team. Because everyone has a task to accomplish however it might sometimes cause a conflict with the tasks of others.*

7. The other activity Lego Serious Play was to design the lego model to answer the following question: What is the role your school library plays in your life? Teachers and students had to answer with models they create.

*\*Notes and lessons learned: The participants designed various models with very different ideas for the library's role in their life: some of them presented very positive ideas (can talk to the librarians, receive some help, ask some advice), the others had only negative emotions (angry librarian, small room, dark environment). This activity was useful to understand how they see the school library.*

8. Two videos about the difference of right-left brain people were shown.

*\*Notes and lessons learned: Teachers were more inspired with the testing of right-left brain than students. This was again a useful exercise to show the differences among people and how valuable it is in teams.*

9. Participants were presented the power of social media and they watched the story of nativity. They also were presented some other examples of social media and how influential and effective it is, how we are occupied by social media.

*\*Notes and lessons learned: The students liked the story of nativity. They agreed on the power of social media. They were shown and invited to take part in Shelfie competition.*

The second question was How would you use social media in your library? The participants had to create a model in a group to answer the question, then they presented their ideas.

*\*Notes and lessons learned: Their ideas were to create a library blog to discuss about books They also suggested organizing some fun activities to make library more interesting as a place (bunjee jumping example), digitally born material (homework, projects) can be organized and made available in the library, teens teach elderly how to use social media. They also considered to provide audio books (podcasts), they thought about creating their own podcasts about local history and new dissemination channels for announcements of new arrivals/books (Facebook or Pinterest).*

## · 2nd Day (6 March 2015) ·

1. The second day started with the task to create Business Model on the Canvas for establishing new services in their school libraries. They were asked to project the ideas of creating a new service they designed in the previous day. They had to put colourful sticky notes with the ideas on the canvas and after that present to the whole group. The questions they had to discuss were to answer who helps for establishing a smart service, how participants are helped, what they do, what competences they have and which ones they need to develop for the new service, how they are going to interact, and to whom they help, what they give for this service and what they get from it. Then the groups presented their work and ideas.

*\*Notes and lessons learned: The groups were working hard. The task was very difficult. It was difficult from the beginning to understand what Business model is. While they were creating they were consulted and given extra information. It was very unusual for the participants to understand that their decision could be accepted or they could do something to innovate the library. The participants focused more on material innovations and only after extra explanation they were turned to the idea of smart ICT.*

2. The last task was to evaluate the group work using Lego Serious Play and presenting the ideas.

*\*Notes and lessons learned: The groups presented the evaluation models, the ideas were positive, the groups presented what was difficult but explained that difficult tasks helped to understand and consider new smart ICT possibilities and define/design new, modern attractive library services.*

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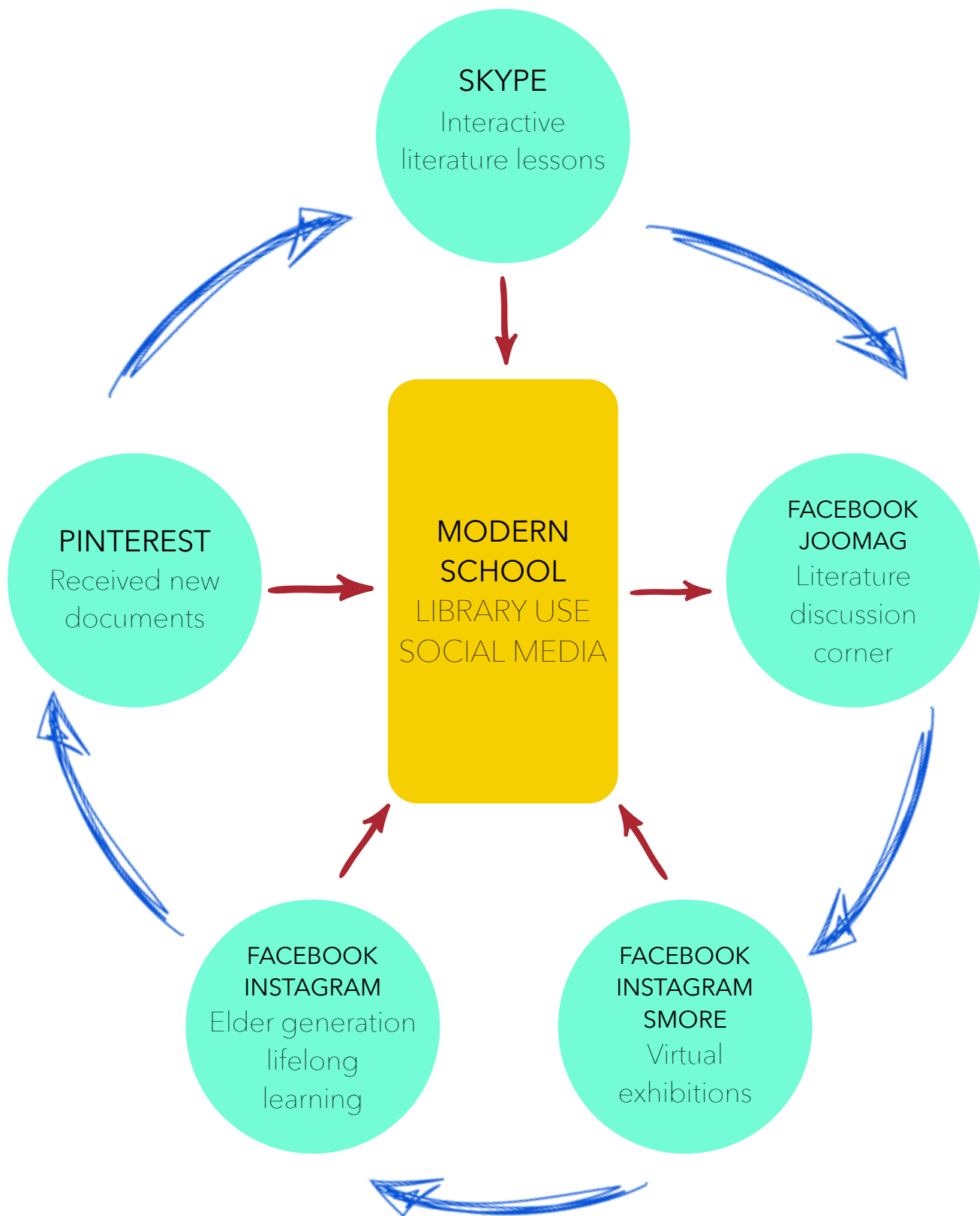
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## 4.4

# Services Defined by Workshop Participants

1. Using Skype telecommunication application, the library provides the service to contact writers, poets, artists, journalists and other cultural personalities for interactive literature, history, language and even science classes. The librarian using social media (for example Smore) advertises interactive classes.
2. Using Facebook social network, the library operates the literature discussion corner on Facebook. The readers review the literature they read, discuss, express their ideas and learn new things from each other. The librarian initiates and coordinates different literature competitions on Facebook, create digital document of best works on Joomag social media.
3. Using School's website, Facebook and Pinterest social media tools, the librarian creates a place on social media where she delivers and informs about new received printed and digital documents in the library.
4. School libraries service all school community, not only teachers and schoolchildren, but parents and grandparents who come to the school library to learn how to use Smart ICT 3.0. Schoolchildren cooperate with the librarian and involve elder generations in lifelong learning linked to use Facebook and Instagram social media. The librarian coordinates this service and schoolchildren are teachers for their parents and grandparents. The elder generation learns how to use social media, how to create Blogs, find and join the social groups they are interested, write comments, discuss and express their opinions on current affairs.
5. Using School's website, and social media accounts such as Facebook and Instagram the library organizes virtual exhibitions, initiates competitions and using Smore all events taking place in the school library, are advertised.





## 4.5 Satisfaction after Workshops

### 4.5.1 Librarians

- Inspiring approaches in the workshops: interactive participation, applied Lego serious games methods, informative videos, learning how to build a team and working in a team, practicing English
- The participants could discover their strength and weakness
- They are encouraged to create an innovative school library which will provide smart new services and develop new lifelong learning practice
- They are cheered up to use social media tools which will make the school library services more appealing and contribute to learning practices in the library
- They are motivated to participate in-service training programmes and develop their competences and skills in the use of social media, to improve their cooperative and communicative competences, to broaden their outlook and break stereotypes for inability to change the school library's services.

### 4.5.2 Users

- Inspiring approaches in the workshops: interactive participation, applied Lego serious games methods, practicing English
- They are stimulated to be involved in creating smart library services for their school libraries
- Learning more about the power and possibilities of social media tools
- Finding out the school library is able to change and to provide smart services, which will attract more users
- Knowing the librarians will change their attitude towards the library's users.



The officers and adult teachers of Radviliškis in-service training centre received a very useful feedback of how to improve their courses, in-service training programmes or other non-formal training activities which could enhance teachers, librarians and other stakeholders' qualification. The centre should perform:

- to reorganize the way the institution deliver the in-service training;
- to develop a curricula of new social media training (another e-service) for teachers and libraries;
- to implement trans-generational projects and create non-formal training programmes for social good bringing kid's library users and librarians to work together in learning on social media strategies and services;
- to coordinate the redefining of the school library space and services;
- to operate on programmes linked to smart ICT 3.0 social media and deliver to pedagogical community in the district;
- to encourage teachers to use social media for virtual library books.

The workshops proved that librarians lack some competences which are necessary for a 21st century person. In addition these weaknesses discourage librarians to think or start any changes in their libraries. The shortage of smart ICT knowledge impedes their possibilities to innovate the service in a school library. In the beginning of the workshops most participants found it difficult to see the modernization of the libraries applying only smart technologies. They pictured the physical modernization of the room in the library but after several tasks they conceived the importance of new services with social media.

Librarians have to participate in in-service training actively as they should:

- develop general competences such as learning to learn, cooperation and communication, being proactive and creative;
- improve their Smart ICT competences and learn new things linked to Social Media;
- participate in trainings devoted to discovering issues of generation gap;
- be active in modernizing the school library's service and applying Smart ICT 3.0 social media in the library's services.

The teachers and students also learnt lots of new things linked to social media and how they can participate in modernization of the school library's services with application of smart ICT social media. They discovered new things and the

workshops resulted in positive cooperation for making a smart school library which will create opportunities for innovative learning spaces.

The teachers should:

- participate in service training activities linked to developing competences of smart ITC and the use of social media;
- be encourage to take part in progression of school libraries using social media.

The students should:

be encouraged to participate in competitions organized on social media;

- initiate competitions on social media cooperating with the school librarian and teachers;
- participate in progression of school libraries applying smart ICT.

The participants of the workshops expressed only positive emotions and feelings for Xlibris trainings, therefore this result projects a smooth performance of future Xlibris work.

After workshops in Lithuania, the institution, the educational centre, will prepare and deliver the in- service training course of 60 hours based on smart ICT: social media and tools The learners will gain the competences which will help them organize services of using social media and their tools in libraries so that they could satisfy a 21st century user and attract their clients by smart technologies and useful service such as received new documents, Interactive literature classes, literature discussion corner, virtual exhibitions, smart ICT workshops for elder generation of school community and other smart services.

## 4.6 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:

- Interactive Classes: <http://platform.brickme.org/index.php?page=cp&id=22>
- Literature Discussion Corner: <http://platform.brickme.org/index.php?page=cp&id=27>
- Advertising New Acquisitions: <http://platform.brickme.org/index.php?page=cp&id=28>
- Virtual Exhibitions: <http://platform.brickme.org/index.php?page=cp&id=29>
- In-service Training on Social Media: <http://platform.brickme.org/index.php?page=cp&id=17>

## 4.7 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 such as Internet connection, broadband, features and the quantity of devices to utilize 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.

Lithuanian services matrix can be seen in the following link:

<http://www.ugdcentras.lt/xlibris/matrix.pdf>

## 4.8

# 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.

### 4.8.1

## In-service Training on Social Media

### • Background Information

In the twenty first century, learners need skills, which enable them to face the challenges posed by new technologies. We cannot ignore the effect of social media on personal and professional lives. Thus, it is very important to integrate social media based learning tools in teaching/learning. Social media can help teachers to organize teaching/learning according to the learners' changing needs.

The use of social media helps to organize classes outside a classroom and answer the learners' needs. SocMed provides teachers with abundant material so as to assess student learning, this material can be accumulated in school libraries. Use of social networks provides enough opportunities to transform the passive and teacher centred teaching/learning an active and student- centered teaching/ learning communication. Teachers can share links to a number of learning resources, can post homework assignments, and share news with the student community. Social media also helps to involve students, who don't feel comfortable speaking in a classroom of more than 20-30 students, they may post their opinion to contribute to class discussion.

The use of social media as a learning tool encourages collaboration. The basic nature of social media stimulates collaboration among learners, teachers and librarians. It allows teachers and librarians to form a learning community and boost student interaction on the social media platform. Social media provides a platform to students to give feedback on each other's assignments, work in groups to create content, to ask questions, and to start a discussion. As a result, students learn by interacting with their peers. In this way Social Media increases students' engagement. The familiar environment and informality of the environment makes the learning process more interesting and enjoyable. They are automatically more receptive to material presented on social networking sites. The use of social media tools provides teachers with an opportunity to reach students who are hesitant to be an active member of the teaching/learning process.

## References

- [https://www.researchgate.net/...Social\\_Media...Educational.../55f3eff](https://www.researchgate.net/...Social_Media...Educational.../55f3eff)
- [www.edudemic.com](http://www.edudemic.com)
- [www.edutopia.org/social-media-education-examples-facebook](http://www.edutopia.org/social-media-education-examples-facebook)

### • Service Description

This is an in-service training programme based on the use of smart ICT and social media.

### • Aim

The aim of this service is to develop competences and skills for the use of smart ICT and social media for educational purposes.

### • Target Group

Librarians (from school and public libraries) and teachers from pre-school, secondary and vocational schools

### • Importance

It is obvious a traditional library does not exist with the same function as it has been for many years since humanity invented the letter. Paper books are becoming less and less popular especially among present generations. Young children start to use a computer and Internet tools earlier than they learn the first letter. So, there is a necessity to find new approaches to be attractive libraries for today's generation. The problem is that we have elderly librarians who are not as good at smart technologies and social media tools as schoolchildren. Librarians and teachers who create teaching/learning environment should develop their smart IT and the use of social media skills to establish new services, organize more attractive events for students encouraging their curiosity and learning motivation. Introducing smart technologies and social media to a school and applying smart IT 3.0 and social media tools in the educational field is a very new subject and it requires developing pedagogical community's skills of IT and the use of social media for educational purposes as well as designing their attitude for the importance of the application of new technologies and social media in teaching/learning processes. This in-service training programme of 40 hours focuses on developing librarians' and teachers' skills and competences of smart IT 3.0 and the use of social media, and its tools. This programme aims to address the needs of modern generations.

### • Rationale

There is not such an in-service training programme in Lithuania as it is a very new subject. Elderly generations lack competences and skills of smart IT and use of social media as well as forming the attitude towards new approaches such as social media and smart IT use in teaching/learning processes. Gaining these competences and skills the participants (librarians and teachers) will apply their knowledge to

educational field and form the attitude of necessity to change, be attractive and organize effective teaching/learning environment.

#### • **Scope**

The programme consists of 40 hours, social media and its tools, use of smart ICT, establishment in a library, use of new service, social media and its tools application in education.

#### • **Smart ICT Used**

Social media and its tools: Facebook, Skype, Vimeo, Animoto, Pinterest, Instagram, Flickr, mobile equipment

#### • **Learning Outcomes**

Participants who complete this training program can:

- understand the importance of applying social media in teaching/learning to satisfy modern generation;
- become aware of the model of modern libraries offering new services based on smart technologies and social media;
- gain the knowledge how to apply smart ICT and social media creating an attractive teaching/learning environment;
- develop and establish new library services and become modern to satisfy young generation.

#### • **Development Process**

After X-Libris project had started the trainers from non-formal training department for adults and youths of Radviliškis educational and sport service centre studied the situation of the use and application of social media, librarians' and teachers' competences and skills to use smart technologies and social media. After the trainings with X-Libris team it was studied during the first meeting with the programme participants about their opinion and attitudes towards changes of the library, teaching/learning approaches and application of modern smart technologies. The programme was prepared to support learners with the knowledge based on smart technologies and the application of social media tools for educational purposes.

Material for the workshop:

- [https://prezi.com/8gonu2srddedp/socialines-medijos/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/8gonu2srddedp/socialines-medijos/?utm_campaign=share&utm_medium=copy)

#### • **Implementation of the Service**

Two training workshops were organized in Radviliškis educational and sport service centre:

1. For school librarians in the district in June 2015, participated 14 school librarians

- <http://animoto.com/play/0C5r6ygl52K6pYSosWB9zA>

- <https://www.facebook.com/Xlibris.lt/photos/a.857902484261646.1073741828.857887667596461/9>

2. For school teachers from gymnasium and basic schools in October 2015, participated 17 learners

- <https://animoto.com/play/fuqsBnEAqQ20sTcHTLwsyA>

- <https://vimeo.com/152163669>

## 4.8.2

## Interactive Classes

### • Background Information

This type of classes is more attractive and effective. The schoolchildren are more interested in the subject as they communicate with famous writers, poets and other well-known people. Teachers also become engaged in organizing non-traditional classes in addition they learn together with their students. At the same time libraries are becoming modern accumulating digital material.

### • Service Description

Organization of Interactive literature, cultural and arts classes using social media tools.

### • Aim

The aim of this service is to consult, teach and develop competences and skills to apply smart ICT and social media for organization interactive literature, cultural and arts classes.

### • Target Group

Librarians (from school, public) and teachers from secondary schools.

### • Importance

Interactive lectures using social media Skype is a teaching technique that is an efficient method to present the content in classes of any size and it is efficient for sharing information with large numbers of students and may result in students who listen passively. Making lectures interactive by including techniques such as social media, can foster active engagement and enhance the value of the lecture segments. Directly communicating with famous writers, poets actors, actresses, artists, etc. asking and answering questions, receiving the tasks and implementing them make learning more attractive and effective. Using approaches and techniques that allow all students to participate and get interested will promote students' retention and learning of the material presented during lectures. School libraries record and accumulate the material which can be used for other classes and students' groups.



### • **Rationale**

There is not such an activity in school libraries. Teachers organize interactive classes but the material has not been accumulated in school libraries and this kind of classes is usually used for one group of students. Elderly generations lack competences and skills of smart IT and use of social media to organize and later accumulate interactive classes. Gaining these competences and skills the participants (librarians and teachers) will be encouraged to organize more this type of classes as the teaching/learning process is more effective and attractive. In addition the teaching /learning is outside the classroom which makes students be interested in the subject even more.

### • **Scope**

The private and individual consultations for librarians and teachers, social media and its tools, use of smart ICT, establishment a new teaching/learning approach in a library, use of social media and application of its tools in education. The library provides the service to contact writers, poets, artists, journalists and other cultural personalities for interactive literature, history, languages and even science classes. It is a training which presents the possibilities of smart ICT and social media. It trains librarians and teachers to use Skype tools and apply them for educational purposes. The library provides the service to develop students' writing and readings skills, and improve their critical thinking and learning to learn competences

### • **Smart ICT Used**

Social media and its tools: Skype, mobile equipment

### • **Learning Outcomes**

Participants who learn and implement can:

- understand the importance of applying social media in teaching/learning to satisfy modern generation;
- become aware of new teaching/learning approaches and techniques which make learning more effective;
- gain the knowledge how to use Skype for organizing interactive literature, cultural and arts classes;
- develop and establish new library services; recording and accumulating interactive classes to satisfy modern young generation.

### • **Development Process**

During X-Libris team trainings the librarians, teachers and students developed five services and one of which was interactive literature, cultural and arts classes using social media tools. The participants and the trainers decided to use Skype for this activity. The lack of competences encouraged librarians and teachers to learn about the possibilities to use Skype how to record these classes, make them in a digital format and accumulate the material for future use. School librarians are responsible for accumulating the material of the classes and teachers will initiate such classes.

### • Implementation of the Service

The trainers from Radviliškis educational and sport service centre delivered individual consultations, visited school libraries and helped librarians and teachers to organize this activity from February to May 2016.

Virtual class with children's writer Tomas Dirgėla, the writer becomes a teacher who speaks to children (age 12-13) and gives the task, which they completed and sent to the writer. The writer's task was to imagine they are writers and the children had to create their stories.

<https://www.flickr.com/photos/vaizgantoproгимnazija/albums/72157668295641326>

4.8.3

## Literature Discussion Corner

### • Background Information

This type of classes is more attractive and effective. The schoolchildren are more interested in writing reviews on Social Media, Facebook than in their exercise books. Teachers also become engaged in organizing review activities on Social Media. This might spread more widely and become an advertisement to other people. In addition teachers and librarians improve their smart IT use and learn more about Social Media tools.

### • Service Description

Organizing Literature discussion corner using social media tools.

### • Aim

The aim of this service is to consult, teach and develop competences and skills to apply smart ICT and social media for organization Literature discussion corner.

### • Target Group

Librarians (from school, public) and teachers from secondary schools.

### • Importance

Young children are less and less interested in reading and have low writing skills. This is because young generations are digital material users but not traditional paper book readers. School libraries have established this new service using Social Media Facebook in this case. School librarians coordinate students and teachers for this activity. Teachers encourage students to read books (no matter paper or digital), express their opinion and post on Facebook. This might encourage other students to read and write a short review for the book. It is more effective when the book is reviewed by their mate than by the teacher. In addition it also helps in involving students, who otherwise don't take part in the teaching learning process. For example, if a student does not feel comfortable speaking in a classroom they

may post their opinion to contribute to the discussion of the book. In this way they develop their reading and writing skills, improve critical thinking and learning to learn competences. Librarians are presented several Social Media tools on which this service can be organized. Librarians and teachers had consultations with the trainers in which they discussed the most effective way to establish this activity.

#### • **Rationale**

There is not such an activity. Teachers encourage students to write book reviews in an traditional way in their exercise books but to organize it on Social Media such as Facebook which is more effective and of course attractive as young students are SocMed generation. Elderly generations lack competences and skills of the use of Social Media for educational purposes. Having gained these competences and skills the participants (librarians and teachers) will be encouraged to organize more similar activities based on Social Media and its tools for teaching/learning process. In addition the teaching /learning can be organized outside the classroom. The teachers can assess their students for the best review or organize the competition of the most popular book.

#### • **Scope**

The private and individual consultations for librarians and teachers, social media and its tools, use of smart ICT, establishment a new teaching/learning approach in a library, use of social media and application of its tools in education. The library provides the service to develop students' writing and readings skills and improve their critical thinking, and learning to learn competences.

#### • **Smart ICT Used**

Social media and its tools: Facebook, mobile equipment

#### • **Learning Outcomes**

Participants who learn and implement can:

- Find out the best choice for the use of Social Media
- Learn about the importance of applying social media in teaching/learning to satisfy modern generation needs.
- Become aware of new teaching/learning approaches and techniques on Social Media which makes learning more effective
- Gain the knowledge how to use Facebook tools for writing book reviews.
- Develop and establish new library services to satisfy modern young generation.

#### • **Development Process**

During X-Libris team trainings the librarians, teachers and students developed five services and one of which Literature discussion corner. The participants and the trainers decided to use Facebook for this activity. The lack of competences encouraged librarians and teachers to learn about the possibilities to organize this activity and service for the school library. School librarians are responsible for accumulating the material of the classes and teachers will initiate such classes.

Implementation of the Service: The trainers from Radviliškis educational and sport service centre delivered individual consultations, visited school libraries and helped librarians and teachers to organize this activity from February to May 2016.

- <https://www.facebook.com/Radvili%C5%A1kio-r-%C5%A0iaul%C4%97n%C5%B3-Marcelino-%C5%A0ik%C5%A1nio-gimnazijos-literat%C5%B3-kampelis-1589919324589394/?fref=ts>
- <https://www.facebook.com/photo.php?fbid=10205743985935428&set=o.857887667596461&type=3&theater>

Literature in Radviliškis Lizdeika's gymnasium and Šiaulėnai M.Šikšnis' gymnasium libraries encourage their schoolchildren to read and write book reviews, discuss expressing their opinion, organize literature afternoons for new book discussions.

#### 4.8.4

### Virtual Exhibitions

#### • Background Information

This type of exhibitions is more beneficial and attractive for modern generation. The schoolchildren are more interested in digital information. Teachers also become engaged in organizing such types of exhibition. Virtual exhibitions might spread widely and give information about the school and they are not only useful for academic information. In addition teachers and librarians improve the use of smart IT and learn more about the use of Social Media.

#### • Service Description

Organizing Virtual exhibitions using Social Media tools.

#### • Aim

The aim of this service is to consult, teach and develop competences and skills for applying Social Media for organizing virtual exhibitions.

#### • Target Group

Librarians (from school, public libraries) and teachers from secondary schools.

#### • Importance

This major thrust of nowadays is information delivery. In these approaches a stream of information is broadcasted to people via any Social Media. A number of Social Media tools like Facebook, Youtube can provide a platform to publish or share information, or links to a number of resources available online. The importance for school libraries is to increase librarians' and teachers' awareness and competences to read digital information, estimate and analyze it. Librarians should develop their ability to select beneficial and useful information. So, virtual exhibitions are the best way to advertise school's events and deliver academically orientated information as well as promote the educational institution in the combating community. Moreover students as well as teachers can exchange information related to the content under

study. This approach is very beneficial to students belonging to different learning abilities as well. The information provided through Social Media will help the learners to understand content well as well as getting the enriched content related to the concept in hand. In addition the feedback of virtual exhibitions given on these posts will also provide the information in the teaching/learning process. What is more, digital exhibitions cost less material expenses than traditional ones. The trainers will support teachers and school librarians with the necessary knowledge to organize digital exhibitions using Social Media: how to use Social Media tools, how to organize digital material and upload it, the learners are also presented the regulations of copyright law.

#### • **Rationale**

There is not such an activity. Teachers and librarians are encouraged to organize virtual exhibitions for educational purposes. Elderly generations lack competences and skills of the use of Social Media. Having gained these competences and skills the participants (librarians and teachers) will be more self-confidence for the use of Social Media. The teaching /learning can be organized outside the classroom in a non-traditional way. Virtual exhibition approaches are the best way for delivering information

#### • **Scope**

The private and individual consultations for librarians and teachers, Social Media and its tools, use of smart ICT, establishment a new teaching/learning approach in a library, use of Social Media and its tools application in education. The library provides the service to broaden students' horizons, improve their critical thinking and learning to learn competences.

#### • **Smart ICT Used**

Social media and its tools: Facebook, Pinterets, Flickr, mobile equipment.

#### • **Learning Outcomes**

Participants can:

- Organize virtual exhibition on Social Media;
- Use Social Media in teaching/learning process;
- Become aware of new teaching/learning approaches and techniques on Social Media which present knowledge and information more effectively;
- Gain the knowledge and use Facebook, Pinterest, Flickr tools for organizing digital exhibitions;
- Establish new library services to satisfy modern young generation.

#### • **Development Process**

During X-Libris team trainings in Lithuania the librarians, teachers and students developed five services and one of which organization Virtual Digital exhibitions. The participants and the trainers decided to use Facebook, Pinterest and Flickr for

this activity. The lack of competences encouraged librarians and teachers to learn about the possibilities to organize this activity and service for the school library. School librarians are responsible for organizing the digital material to publish exhibitions on Social Media.

#### • **Implementation of the Service**

The trainers from Radviliškis educational and sport service centre delivered individual consultations, visited school libraries and helped librarians and teachers to organize this activity from October 2015 to May 2016.

- <https://www.pinterest.com/vaizgantas/pieva/>
- <https://www.pinterest.com/grazinosmokykla/>

Digital exhibitions are most acceptable and attractive, so almost all school libraries in the district (the librarians and teachers who participated and completed the in-service training programme) have established this service. They have chosen different Social Media platforms and tools to organize and publish this material. These two links are examples from two schools' virtual exhibition, however there is the necessity to improve and develop the organization of digital material on Social Media.

4.8.5

### Advertising New Acquisitions

#### • **Background Information**

In the twenty first century, modern generations need to be able to find the information they need fast and not moving from the place. They are used to searching for the information on-line but not searching for it on the shelves. The use of Social Media helps to organize activities outside the school and answer the modern generation's needs. Use of social networks and mobile equipment provide enough opportunities to attract passive learners. In addition teachers and librarians can share links of new material to encourage their students to look at this new material.

#### • **Service Description**

Advertising new received printed and digital documents in the library using social media tools.

#### • **Aim**

The aim of this service is to consult, teach and develop librarians' competences and skills to organize and publish new books and other documents on Social Media, learn how to use smart IT for knowing new information.

#### • **Target Group**

Librarians (from school, public libraries) in Radviliškis district.



### • Importance

Modern generation is digital information users. Young people are also perfect users of mobile equipment which is considered smart technologies. Thus, teachers and librarians should search for more effective ways to reach a present schoolchild. In addition advertising new material on Social Media and encouraging them to use mobile equipment is very comfortable and beneficial for elderly generation as well. The obstacle for elderly generation is lack of competences of the use of smart IT and Social Media tools. In addition it is necessary to encourage the elderly generation to be aware of the importance for the application of Social Media tools and use of mobile equipment for effective learning and ease in a fast life pace. There is a lack of training which could support librarians and teachers with the necessary knowledge to organize this activity in school libraries.

### • Rationale

There is not such an activity. Librarians are encouraged to advertise new books, magazines, newspapers for school community and other communities in the district. Elderly generations lack competences and skills of the use of Social Media. Having gained these competences and skills the participants (librarians) will be more self-confident for the use of Social Media and smart IT. The information can be reached outside the library. Advertising new received material in libraries is a convenient approach for all school community (students, teachers, parents and others)

### • Scope

The private and individual consultations for librarians and teachers, Social Media and its tools, use of smart ICT, establishment a new type of presentations of information in a library, use of Social Media and its tools; reach information using mobile technologies. The library provides the service to present information of new received material on-line.

### • Smart ICT Used

Social media and its tools: Facebook, Pinterest, Flickr, mobile equipment

### • Learning Outcomes

Participants learn how:

- to publish material on Social Media
- it is important to use Social Media for presenting information to satisfy modern generation needs
- to use new approaches and techniques on Social Media which are more effective and convenient
- to gain the knowledge and use Facebook, Pinterest, Flickr tools for the service.

### • Development Process

During X-Libris team trainings in Lithuania the librarians, teachers and students developed five services and one of which was publishing new received material in

the library on-line. The participants and the trainers decided to use Facebook, Pinterest and Flickr for this service. The lack of competences encouraged librarians and teachers to learn about the possibilities to organize this activity. School librarians learn with the trainers' help how to use the Social Media tools and mobile equipment to publish this information.

#### • Implementation of the Service

The trainers from Radviliškis educational and sport service centre delivered individual consultations, visited school libraries and helped librarians to organize this activity from December 2015 to May 2016.

<https://tr.pinterest.com/akavaliausk0235/%C5%A1eduvos-gimnazijos-bibliotekos-naujos-knygos/> <https://tr.pinterest.com/givanauskien/>

The link is for the digital information about new received books at Radviliškis district Šeduva's gymnasium and Radviliškis Lizdeika's gymnasium using Pinterest tools.

## 4.9

## Dissemination

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

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

### 4.9.1

### Social Media Channels: Lithuania

- Facebook: <https://www.facebook.com/Xlibris.lt>
- Twitter: [https://twitter.com/xlibris\\_lt](https://twitter.com/xlibris_lt)
- Vimeo: <https://vimeo.com/channels/xlibrislt>
- Smore: <https://www.smore.com/u/x-libris>



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