

Chapter 7

Common
Multilingual

OER & MOOC



"Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein"



Table of Contents

CHAPTER 7

COMMON MULTILINGUAL OER & MOOC

7.1. Service Co-design for Libraries: Xlibris Approach

7.1.1. Course Description

7.1.2. Requirements

7.1.3. Outcomes

7.1.4. Target Audience

7.1.5. Instructors

7.1.6. Curriculum

7.1.7. Testing

7.1.8. MOOC Content

Lecture 1: Introduction

Lecture 2: Preparations

Lecture 3: Team Building

Lecture 4: Team Building - Xlibris Approach

Lecture 5: Defining & Desining (Lego® Serious Play®)

Lecture 6: Defining & Desining (Lego® Serious Play®) - Xlibris Approach

Lecture 7: Exploring the Details (Business Model YOU Canvas®)

Lecture 8: Exploring the Details (Business Model YOU Canvas®) - Xlibris Approach)

Lecture 9: Obtaning Input (Crowdsourcing)

Lecture 10: Obtaning Input (Crowdsourcing) - Xlibris Approach

Lecture 11: Fine-Tuning (Xlibris Matrix) & Finalizing

7.1. Service Co-design for Libraries: Xlibris Approach

A complete guide that takes you through every step of Xlibris Approach for service co-design for libraries.

- Lectures 11
- Video 1.5 hours
- Skill Level Beginner Level
- Languages English, Turkish, Bulgarian, German, Lithuanian
- Includes Lifetime access

7.1.1. Course Description

The main aim of this course is to teach how to co-design library services by involving users and how to use various tools and techniques to address their needs and ideas.

In this course, main features of the tools such as Lego® Serious Play®, Business Model YOU Canvas®, Crowdsourcing and Xlibris Matrix will be introduced and how to use each tool for different phases of service co-design will be presented with examples. This will include helping librarians and library users to define their ideas, needs, wants, desires, likes and dislikes; defining resources, facilities and limitations; obtaining inputs from peers and uncovering training needs.

7.1.2. Requirements

- This course doesn't require any special skills
- This course does require only an interest towards user needs and desire to learn how users can be involved in library service design

7.1.3. Outcomes

- Learn the phases of service co-design for libraries (Xlibris Approach)
- Learn what Lego® Serious Play® methodology is and how it is used for service definition and design
- Learn what Business Model YOU Canvas® is how it is used for exploring service details
- Learn what Crowdsourcing is how it is used for obtaining inputs about a proposed service
- Learn what Xlibris Matrix is and how it is used for uncovering training needs of both users and librarians

7.1.4. Target Audience

- This course is meant for librarians from all types of libraries
- It does not require any specialization in any library specific area

7.1.5. Instructors

This course is developed as an output of Xlibris Project by the project team. Xlibris is a Strategic Partnership for Adult Education project under Erasmus+ Program. It is funded by European Commission through Turkish National Agency.

Following individuals from partner institutions contributed to the content development:

Serap Kurbanoglu, Orçun Madran and Tolga Çakmak from Hacettepe University, Turkey.

Daniel Weiss from ISES, Spain.

Radka Kalcheva from Pencho Slaveykov Regional Library, Bulgaria.

Skirma Petraitiene from Radviliskis SSPC, Lithuania

Carola Dierich from Wisamar, Germany

Angela Hirsch from Gemeinde Kabelsketal, Germany.

7.1.6. Curriculum

- Lecture 1: Introduction
- Lecture 2: Preparations
- Lecture 3: Team Building
- Lecture 4: Team Building - Xlibris Approach
- Lecture 5: Defining & Designing (Lego® Serious Play® Methodology)
- Lecture 6: Defining & Designing (Lego® Serious Play® Methodology) - Xlibris Approach
- Lecture 7: Exploring the Details (Business Model You Canvas®)
- Lecture 8: Exploring the Details (Business Model You Canvas®)- Xlibris Approach
- Lecture 9: Obtaining Input (Crowdsourcing)
- Lecture 10: Obtaining Input (Crowdsourcing) - Xlibris Approach
- Lecture 11: Fine-Tuning (Xlibris Matrix) & Finalizing

7.1.7. Testing

Once the MOOC content is prepared before it is made publicly available it was tested to make sure that the content was clear and the systematic it is presented in makes sense for users with different backgrounds, different level of knowledge and skills. The common OER and MOOC were developed firstly in English. When it is completed it was tested in every partner institution. Based on partner's insights and reflections it was fine-tuned.

Following the partner testing links were send to five academics, five LIS students and five librarians (from different sectors) to collect their reflections, suggestions and critics. Testing included the content, interface and file structure. When the testing is finished suggestions and insights from users were taken into account. Language used in the content revised and additional explanations were added for the new concepts. Structure of the course is a bit changed to provide a better flow. Additional examples from practice were provided. Finally, different format of the content pptx, pdf, MP3 and MP4 were decided to be provided to satisfy user demands. After the fine-tuning of the prototype (English version) was completed partners translate the content into their national language. Second testing was run by each partner mainly on the translated content. Lastly, when the MOOC was uploaded in Udemy Platform (an international MOOC platform) it was controlled and tested by the platform editors according to platform requirements and approved. Udemy.com is a platform for online learning. Udemy provides a platform for experts of any kind to create courses which can be offered to the public, either at no charge or for a tuition fee.

7.1.8. MOOC Content

MOOC content is made available in project languages through two different platforms. One is through Udemy the second one is through Project website.

Web site: <http://mooc.xlibrisproject.org/>

English: http://mooc.xlibrisproject.org/mooc_en.html

Turkish: http://mooc.xlibrisproject.org/mooc_tr.html

German: http://mooc.xlibrisproject.org/mooc_de.html

Bulgarian: http://mooc.xlibrisproject.org/mooc_bg.html

Lithuanian: http://mooc.xlibrisproject.org/mooc_lt.html

Udemy

English: <https://www.udemy.com/service-co-design-for-libraries-xlibris-approach/>

Turkish: <https://www.udemy.com/kutuphaneler-icin-hizmet-ortak-tasarim-xlibris/>

German: <https://www.udemy.com/co-design-von-bibliotheksdienstleistungen-xlibris-ansatz/>

Bulgarian: <https://www.udemy.com/service-co-design-for-libraries-xlibris-approach-bg/>

Lithuanian: <https://www.udemy.com/xlibris-projekto-metodologija/>

Lecture 1: Introduction

INTRODUCTION

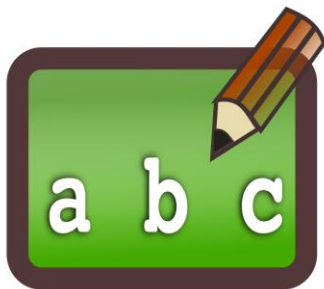


The main aim of this course is to present how to use Xlibris Approach for co-designing library services.

Xlibris Approach helps librarians and library users to define their ideas regarding user training, in-service training and new library services.

This approach helps to move from user-centered service design towards service co-design with users.

Background



Xlibris Approach is used for addressing the needs and ideas of two main groups:

- librarians as service providers and subject of in-service training programmes,
- and
- users of libraries as service consumers and subject of user training programmes.

Background



Xlibris approach is developed by the use of a wide range of tools and techniques within Xlibris Project.

Xlibris Project is a Strategic Partnership for Adult Education project under Erasmus+ Program.

It is funded by European Commission through Turkish National Agency.

Tools & techniques



Xlibris Approach requires utilization of various tools and techniques such as Lego® Serious Play®, Business Model Canvas, Crowdfunding and Xlibris Matrix.

These tools are used to help librarians and library users:

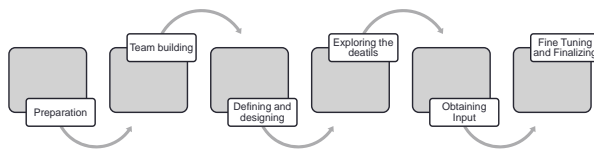
- to define their ideas, needs, wants and desires as well as likes and dislikes,
- to define resources, facilities and limitations,
- to obtain inputs from peers, and
- to co-design services.

Scope

In this course

- the phases of library service co-design are introduced
- the tools and techniques which are used in each phase are presented
- how to use each tool and technique is explained

Phases of service co-design



Service co-design through Xlibris Approach is composed of following phases:

- Preparation,
- Team building,
- Defining and designing,
- Exploring the details,
- Obtaining input,
- Fine tuning and finalizing.

Lecture 2: Preparation

PREPARATION

Planning



Image: Davide Guglielmo

A successfull implementation of «service co-design workshops» by the use of Xlibris Approach requires careful planning regarding different aspects such as:

- Programme,
- Facilitators,
- Participants
- Venue and
- Implementation.

Programme



A detailed workshop programme is prepared.

The aim, duration and venue decided.

Facilitators



Facilitators come together and work on each tool and technique in advance and get help from certified experts if necessary.

Facilitators are assigned clearly defined roles and responsibilities.

One of the facilitators takes the leadership role.

Leadership role should be assigned carefully based on

- knowledge,
- skills and
- personal characteristics.

Participants



Participants (actual users and/or librarians) are carefully selected and invited.

Selection criteria should be decided in advance and agreed by facilitators.

Participants should represent different user groups and different librarian profiles.

Number of participants between no less than 12 no more than 24 provides better results.

Expectations from participants are clearly defined and shared.

Venue



Image: Justine Furmanczyk

The room is prepared in advance including tables, materials, projector, computer, Internet connection.

Tables are arranged for group work.

Materials and templates are photocopied.

All technical devices are checked to make sure that everything works properly.

All presentations and videos are checked to ensure a smooth process.

Implementation



Image: X-Libris

Measures are taken to start and finish on time.

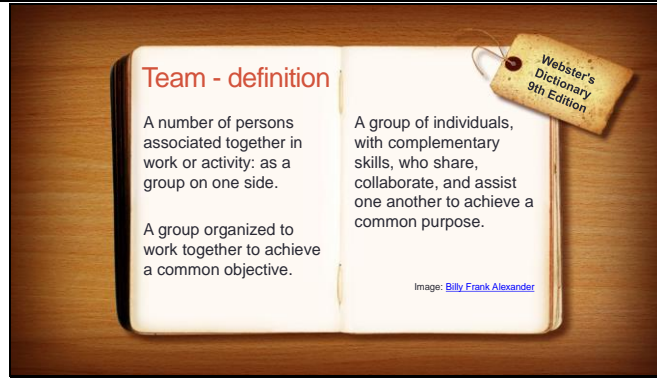
Measures are taken to use time effectively, including:

- A careful in-advance planning,
- Rehearsing,
- Indicating time frame for each activity and following up,
- Using timers.

All activities are documented by observation notes, videos and photos.

Lecture 3: Team Building

TEAM BUILDING

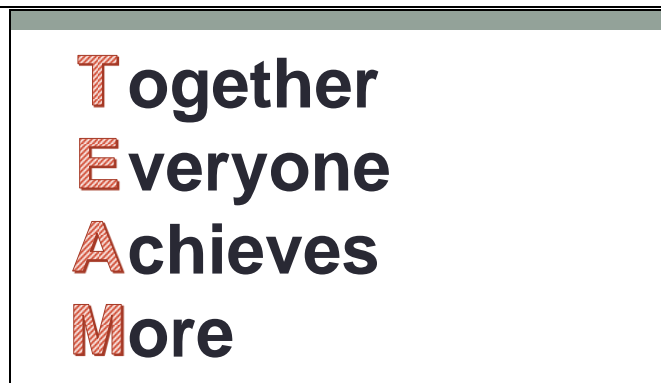


According to Webster's Dictionary, team is a group of people who work together.

There are other similar definitions such as:

A group organized to work together to achieve a common objective.

A group of individuals, with complementary skills, who share, collaborate, and assist one another to achieve a common purpose.



Team allows common people to attain uncommon results.

In other words, team allows everyone to go beyond their limitation.



Successful teams often achieve:

- Increased productivity,
- Increased quality through collective measures,
- Increased efficiency,
- Increased creativity. Team members may raise ideas they may not have thought of if working on their own,
- Increased satisfaction and
- Decreased stress.

Team work provides:

- Better morale and motivation,
- Better problem diagnose,
- Better problem solving. Teams can help to approach problems in new ways,
- Better decisions through collaborative efforts.

Principles of team work

-  Leadership
-  Unanimous focus on a common goal
-  Clearly defined roles for team members
-  Shared resources
-  Effective communication
-  Consistent, united and enthusiastic effort
-  Suppression of the ego

1. Leadership: The leader is responsible for and has authority over the team.
2. Unanimous Focus on a Common Goal: Each member of team must personally commit to the goal. Team goals come before individual goals.
3. Clearly Defined Roles.
4. Shared Resources: All tangible and intangible resources must be shared. Ideas are valuable resources to be shared.
5. Effective & Frequent Communication.
6. Consistent, United & Enthusiastic Effort: Maximum team effectiveness is only possible through maximum individual efforts. Team members need to support one another recognizing individual differences or responsibilities.
7. Periodic and Temporary Suppression of the Ego: All team members are responsible for suppressing their ego, when necessary, to benefit the success of the team.

Team building



Takes time



Usually follows some stages



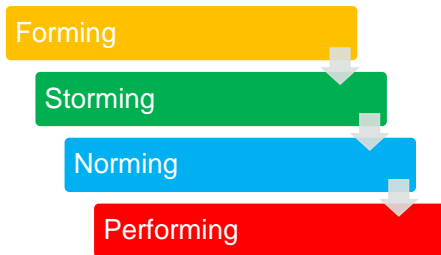
Images: Andre Petrov, BSK, Colin Cochrane

The team journeys from being a group of strangers to becoming united team with a common goal.

Team building takes time.

It usually follows some stages.

Phases of team building



As the team matures, members gradually learn to cope with each other and the pressures that they face.

As a result, the team goes through the fairly predictable stages such as forming, storming, norming and performing.

Phase 1: Forming



Forming is the first phase in team building.

This phase includes following:

- Getting acquainted with team members and the task,
- Defining the problem and strategy,
- Setting goals,
- Providing clear directions,
- Determining individual roles,
- Developing norms, trust and communication.

Phase 2: Storming

- Sorting out differences and understanding each other
- Clarifying the problem, goals and objectives
- Clarifying core issues
- Defining tasks
- Discussing roles and responsibilities
- Questioning interpersonal skills
- Negotiating conflict
- Eliminating resistance



Second phase in team building is Storming.

At this phase team members try to

- Sort out differences and understand each other,
- Clarify the problem, goals and objectives,
- Clarify core issues,
- Define tasks,
- Discuss roles and responsibilities,
- Question interpersonal skills,
- Negotiate conflicts if there is any,
- Eliminate resistance.

Phase 3: Norming



Image: Clip Art

This phase requires team members:

- to work cohesively together,
- to establish roles and relationships,
- to seek consensus,
- to reach an agreement on ground rules,
- to create a more supportive environment,
- to accept team rules and procedures as well as roles in the team,
- to cooperate in problem solving,
- to develop team spirit,
- to give and receive feedback.

Phase 4: Performing

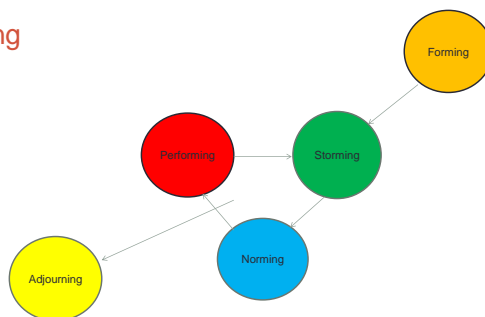
- Focusing on the task and working productively
- Cooperating
- Decision making
- Problem solving
- Understanding of each other's strengths and weaknesses;
- Gaining the ability to prevent or work through group conflict and resolve differences
- Developing a close attachment to the team

The last phase of team building is performing. Teams that reach this phase achieve results.

At this phase team members:

- Focus on the task and work productively,
- Cooperate,
- Make decisions,
- Solve problems,
- Understand each other's strengths and weaknesses,
- Gain the ability to prevent or work through group conflict and resolve differences,
- Develop a close attachment to the team.

Adjourning



It is possible to add one more phase in team building process: Adjourning.

Adjourning is about completing the task and disbanding the group.

Team building strategies



Image: [Michelle Ho](#)

To be able to build effective teams one needs to:

- Be selective when choosing team members,
- Know the individuals (skills, abilities, strengths and weaknesses),
- Include enough members,
- Clearly define expectations, roles and responsibilities,
- Reinforce beneficial behaviors,
- Confront inappropriate behaviors,
- Interact purposefully, consistently, and predictably,
- Integrate coaching and team-building,
- Provide support,
- Encourage group interaction.

Characteristics of a successful team

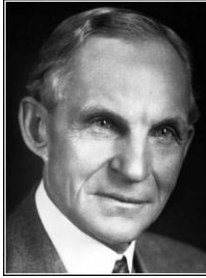


The period when a team forms and when they are working as a unit is often a period of stress and chaos.

During this period each team must have the following characteristics:

- Willingness: Willing to work together,
 - Patience: Acting calmly and not jumping to conclusions,
 - Good communication: Talking openly about problems and feelings,
 - Trust,
 - Commitment,
 - Flexibility: Being open minded, accepting different ideas and change,
 - Support,
 - Participation,
 - Innovation,
- and
- Motivation.

Conclusion



Coming together is a beginning;
keeping together is progress;
working together is success.

— Henry Ford —

We can conclude this section with a quotation from Henry Ford:

Coming together is a beginning;
Keeping together is progress;
Working together is success.

References

- Ancona, D. & Bresman, H. (2007). *X-teams: How to Build Teams That Lead, Innovate and Succeed*. Harvard Business Review Press.
- Dyer, W.G., Dyer, J.H. & Dyer, W.G. (2013). *Team Building: Proven Strategies for Improving Team Performance* (5th ed.). Jossey-Bass.
- Geoffrey M. Bellman, G.M. & Ryan, K.D. (2009). *Extraordinary Groups: How Ordinary Teams Achieve Amazing Results*. Jossey-Bass.

For more information on team building you can refer to these sources.

Lecture 4: Team Building - Xlibris Approach

TEAM BUILDING - XLIBRIS APPROACH

Introduction



Image: Clip Art

In this section team building approach and activities within Xlibris Project will be presented.

Xlibris Approach tries to build the best possible teams from groups of individuals who come together for a short period of time for co-designing library services.

The main aim of these activities is to understand who can cooperate better in the same team.

Aims



Image: Xlibris

Aims of team building activities are:

- Providing insight into the individual's characteristics and profile,
- Understanding the value of listening,
- Understanding the value of careful observation,
- Understanding personal differences and its importance in a team,
- Understanding the importance of communication and empathy.

Implementation

- Photo Wall
- Building a self-model
- Alignment game
- Diversity exercises
 - Perception exercise
 - Building a duck
 - Observation skills
 - Left vs right brain test

Several activities can be used, such as:

Photo Wall,
Building a Lego® self-model,
Alignment game,
Diversity exercises,
Perception exercise,
Building a duck exercise,
Observation skills exercise,
Left versus right brain exercise.

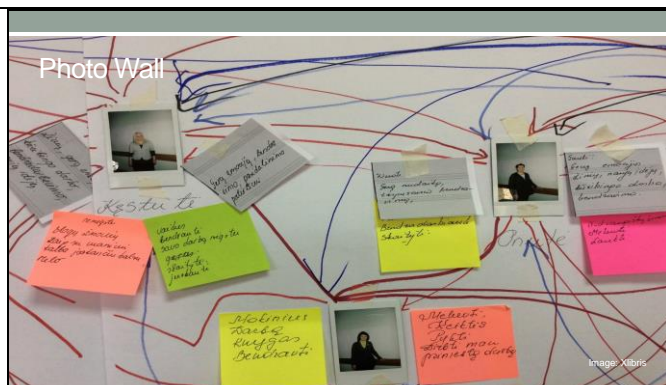


The aim of the photo wall activity is to provide a quick get to know each other exercise which helps to discover connections between participants.

Resources used for this activity: A big wall canvas, a pollaroid camera, colourful posts-its and colorful pens.

Facilitator's role is taking photos and explaining the expectations.

Duration is 10-15 minutes.



Participants are invited into the room.

Their polaraoid pictures are taken.

They are given their photos, posts-its and colorful pens.

They are asked to write some information in keywords form about themselves on post-its such as:

- who they are,
- their expectation and
- their emotions.



Participants are invited to create a corner for themselves on a big size pre-prepared canvas.

Each participant mounts his/her photo and sticky notes in his/her corner.

After everybody has a place on Photo-Wall, participants are asked to draw links with other people they already know.

Following the completion of all links participants are invited to talk about themselves and their connections with others on the photo-wall.

Photo Wall - Tips



Image: Clip Art

This exercise generally takes longer than planned and expected.

Participants need clear instructions.

They generally have some difficulties to understand what to write on the post-its and how to express themselves by simple keywords.

It is helpful to create examples on the wall before the workshop starts. It is easier for participants to follow the examples. That helps with better time management.

Building a self-model



Image: Xlibris

Building a self-model with lego

Building a self-model with lego activity aims to provide more information about each participant.

Resources: lego bricks and pieces.

Facilitator's role is explaining the expectations.

Duration is 10-15 minutes.

Building a self-model

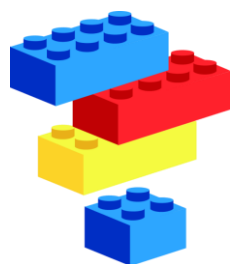


Image: Clip Art

Participants are asked to build a model of themselves with Lego®.

When completed each participant talk about his/her model.

When they talk about the model, they provide some new information about themselves which is not mentioned before.

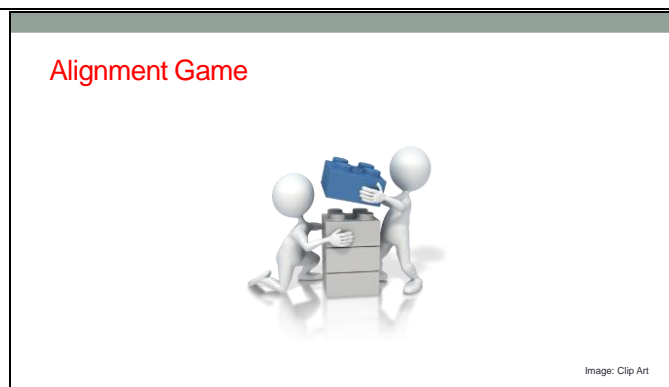


It is useful to indicate duration when this exercise starts. It might take more time than expected because some participants might not have experience with Lego®.

For those who have no previous experience with Lego® it takes longer to get familiar with pieces and put them together.

However, this is a good start to get familiar with Lego® Serious Play®.

This exercise provides valuable information for team building.



Alignment Game with Lego®

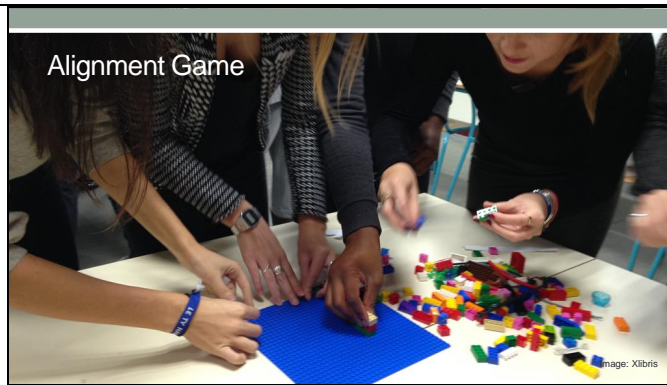
The aim of the Alignment Game activity is to understand the value of cooperation, communication and co-creation.

Resources are Lego brick pieces in 8 different colors and one big table accessible from all sides.

Facilitator's role is explaining the rules and provide reflections about why the mission is not accomplished, why it is important and how does it affect the team work.

Duration is 10-15 minutes.

This activity requires 12 players. Depending on the number of players there could be more than one group or one player might have more than one mission.



The goal is to construct a building with lego bricks.

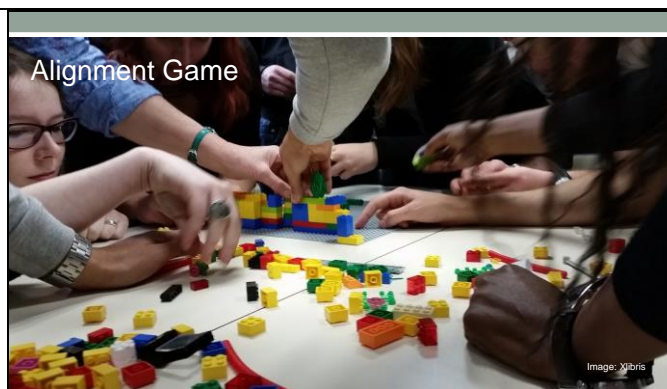
Each player is given a secret “mission” to help accomplishing this goal such as building a certain floor or building it in a certain color or with a certain number of bricks.

One player is given the role of observer.

All instructions are written on small papers and not known by the other players.

Players are not allowed to talk to each other.

Play starts.



After the first 5-8 minutes facilitator stops the game and asks observer to reflect on what is happening.

Facilitator asks who has accomplished the mission and all together analyze one or two missions.

With this new knowledge that everyone has a unique mission in constructing the building, players are given a second chance to play for another 5-10 minutes.

This second phase is to see how players communicate without speaking.

Facilitator stops the game and reflects.

The main message is about constructing a team rather than a building and it is not possible without communication and collaboration.

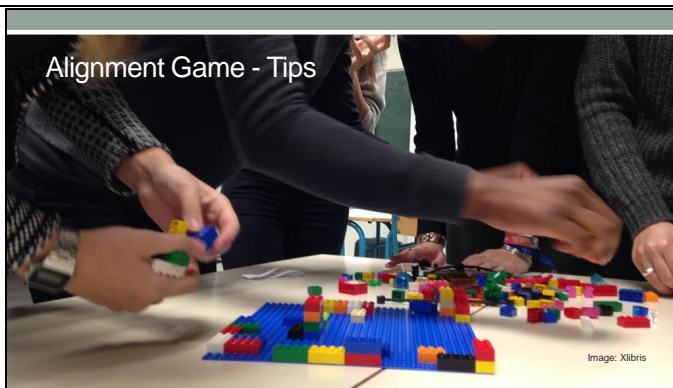
Alignment Game - instructions

1. You are the only person allowed to build the first 3 layers of the structure
2. You make sure that the 3rd and 4th layers are only yellow
3. You make sure that the 2nd and 6th layers are made up of 8 pieces
4. You are the only one allowed to build layers 5 and 6 of the structure
5. You make sure that a maximum of 8 pieces are used in layers 3 and 5
6. You make sure that pieces next to each other in the 1st and 6th layers are not the same color
7. You make sure that you and only 2 others build layers 4 and 8
8. You make sure that layers 2 and 5 consist only of red pieces
9. You make sure that the construction is completed as fast as possible
10. You are the leader of the group
11. You make sure that maximum 3 people build layer 4
12. You are observing and you will tell what is going on and what the problem is

Here are the instructions for players.

As can be seen, each player has a unique mission.

Alignment Game - Tips



If you translate game instructions make sure that they are translated correctly and clear enough.

Make sure that players understand well that they cannot speak with each other.

Make sure that they understand that they are not allowed to show their mission to others.

Clearly explain what went wrong after the first run.

Carefully observe players to get more information about their capabilities and team work capacity.

Talk about lessons learned after the second run.

Diversity exercises



The aim of diversity exercises is to show the diversity among people (the way they perceive, observe or do things).

Depends on the exercise resources could be some pictures or videos or Lego bricks, and a computer and projector.

Facilitator displays the picture or plays the video and question about the perceptions of participants. Duration is maximum 5 minutes.

Perception exercise



Image: Clip Art

Illusion pictures (such as Rabbit or Duck) are presented and participants are asked one by one to define what they see.

The participants see different things. Different shapes or words.

Some are able to see both.

Good to mix these people when building a team.

Building a duck

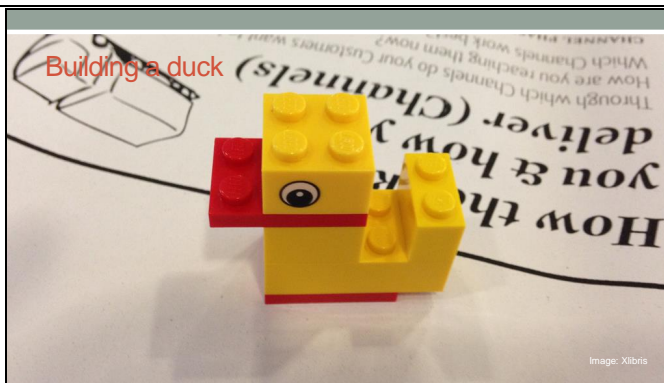


Image: Xlibris

Participants are given exactly the same pieces of Lego brick sets.

They are asked to create model of a duck by using all pieces.

They are given a short span of time (no more than couple of minutes). They work individually.

All ducks are displayed in the end to observe the differences.

Observation skills





Image: Clip Art

Participants are shown the «Whodunnit» video about a murder investigation. While watching the video 21 things change on the scenery (such as clothes, objects and people). Participants are asked to watch it carefully. When it is finished they are asked whether they could spot 21 differences.

Generally one or two people notice one or two changes. Participants allowed to watch the film again with the knowledge that things change. Second time they manage to observe more changes but not all. Reflections focus on the lesson learnt: It is easy to miss (not notice) something you are not looking for. And people might notice different things.

<https://www.youtube.com/watch?v=ubNF9QNEQLA>

<p>Left vs right brain test</p> 	<p>Participants are shown a video about the differences between left and right brain people.</p> <p>They test themselves and reach a conclusion about themselves.</p> <p>They get a clear idea about how complementary left and right brained people are. Focus is on team building.</p> <p>You can test yourself by watching this video:</p>
	<p>https://www.youtube.com/watch?v=feAikjPqOq8</p>

	<p>Allocate very short time for diversity exercises and do not allow collaboration because participants might influence each other.</p> <p>For observation video, before you show the video do not mention that things change.</p> <p>In each exercise focus on diversity.</p>
	<p>Point out the importance of individual diversity in team building. And build the teams accordingly.</p>

Lecture 5: Defining & Designing (Lego® Serious Play® Methodology)

<p>DEFINING & DESIGNING</p>	

Introduction



In the service co-creation the first two steps are definition and the design of the service.

Lego® Serious Play® methodology can be used for both service definition and design.

In this way, participants provide preliminary information about their service idea by creating a model.

Lego® Serious Play® (LSP)



Lego® Serious Play® is a structured, facilitated thinking, communication and problem solving technique.

It is a playful and still serious way to create new insights and to develop innovative ideas.

It helps to image and explore ideas by building models with bricks.

It helps individuals, teams and organisations to get a clear view of the current situation, their aspirations and goals and the way to get there.

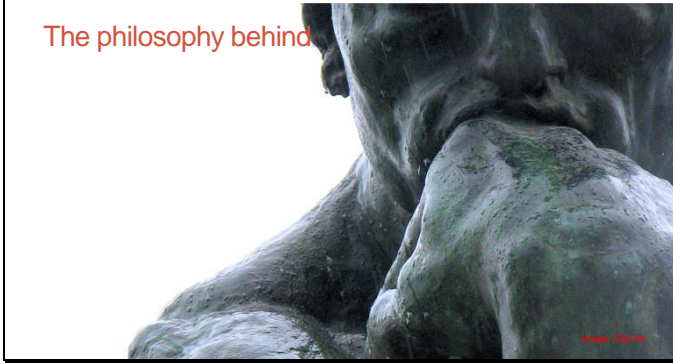
When it is used



Lego Serious Play is used for:

- Team building,
- Facilitating and fostering creative thinking,
- Exploring relationships and connections,
- Building and creating a shared vision,
- Working out a solution to a problem,
- Facilitating constructive discussions,
- Facilitating to handle complex problems.

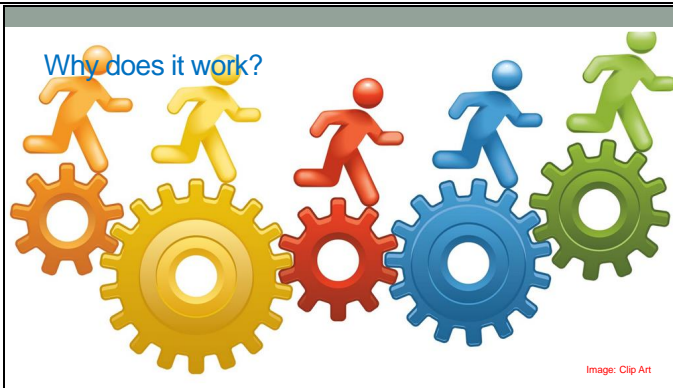
The philosophy behind



The philosophy behind Lego Serious Play is

- to focus on the story (not on the bricks). Bricks help creating stories,
- to understand the metaphors used in stories. They provide richer descriptions of the reality, and open a wider perspective to new possibilities,
- to explore possibilities, generate options and develop new understandings together,
- to understand that the knowledge is already in the room. It unlocks hidden knowledge and constructs new knowledge.

Why does it work?



Lego Serious Play works well because

- 3D models help to understand better,
- playing with the bricks helps with thinking with hands,
- building with the hands creates strong involvement and commitment,
- while playing participants think creatively without stress,
- the models are constructed in a flow of intense playing without any long-term rational pre-design,
- playing with the model constructs new knowledge through self-reflection,
- models engage communication because participants explain the metaphors of the model.

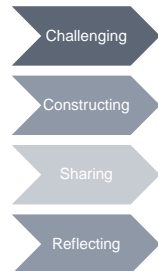
Principles & rules



Following principles and rules should be applied:

- The facilitator sets the challenge and timelines, and guides the process,
- The model is participant's answer to the challenge,
- There is no right or wrong answer in building with the bricks,
- Interaction with and inspiration from others are allowed,
- Everyone participates (builds and tells),
- No one can alter the model of someone else. The builder's meaning and story in the model is accepted,
- The builder owns the model and its story,
- The model and its story are questioned– not the person,
- Every story is listened,
- What the model looks like is not important. The meaning attached to the model is what makes it valuable.

Core steps in application



Core steps in application

Four steps in application are

- Challenging,
- Constructing,
- Sharing,
- and
- Reflecting.

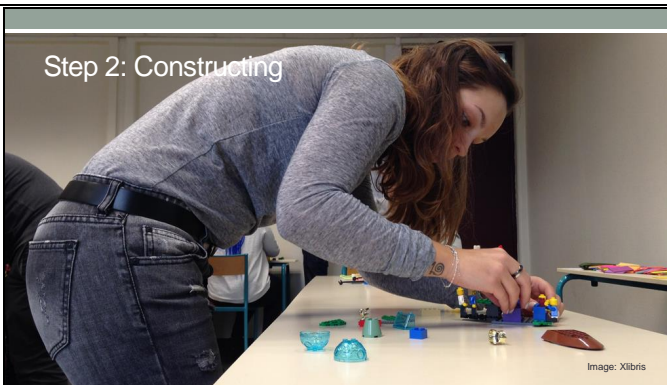
Step 1: Challenging



At the Challenging step

- The facilitator poses the question, in other words sets a challenge to the group,
- Participants are asked to build and create stories in response to the question posed. The question should be clear, however be open-ended,
- This challenge depends entirely on the issues and topics the workshop shall address,
- There is no standardised question set in Lego Serious Play,
- Questions posed at this stage determine the content of the following steps.

Step 2: Constructing



During the construction step

- Participants imagine and build their 3-D models in response to the question that has been posed,
- Participants work with the special set of bricks designed to inspire the use of metaphors and story making,
- They make sense of their model in response to the challenge given.

Step 3: Sharing



Each participant shares his/her model's meaning and story with the rest of the team. They explain their thoughts, associations, emotions and feelings coming to their mind when constructing the model,

All participants understand the thinking and rationale behind every model. Storytelling is a memorable method of communicating what has happened or what is currently happening. Storytelling with LEGO models makes a situation come alive before it occurs in real life and allows to test what might happen if a certain decision is made.

Step 4: Reflecting

INSIGHT

Image: Clip Art

Reflecting follows sharing as a final step. At this step

- The facilitator and participants crystallize key insights, and ask clarification questions of the models,
- The builder provides the information wanted,
- The facilitator sums up connections.

Role of the facilitator

- Creates open-ended challenges
- Gets the group's dialogue to serve its purpose
- Makes the reflections and dialogue process easier
- Helps participants express themselves
- Asks clarifying questions



Image: Clip Art

13

The main role of the facilitator is that he

- Creates open-ended challenges,
- Gets the group's dialogue to serve its purpose,
- Makes the reflections and dialogue process easier,
- Helps participants express themselves,
- Asks clarifying questions.

Application techniques

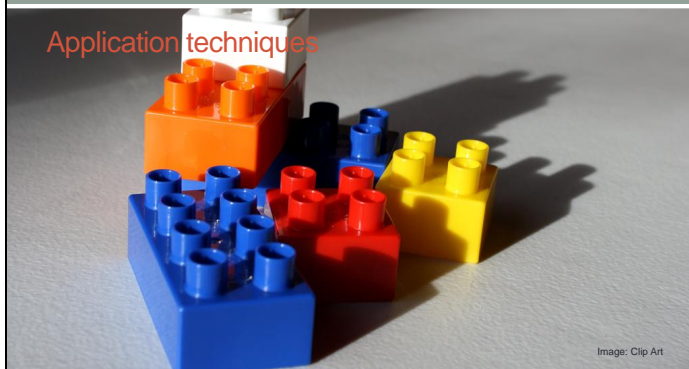
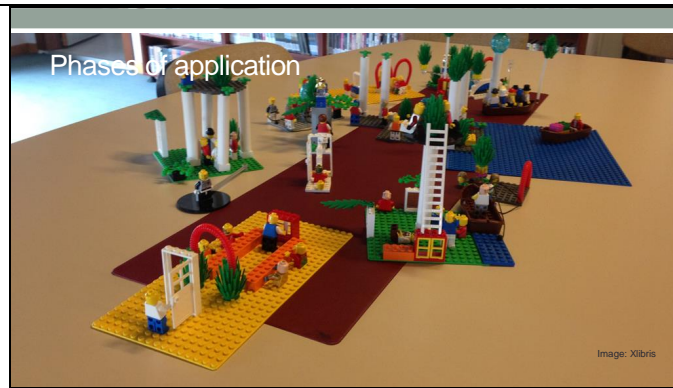


Image: Clip Art

Application techniques

Application includes several phases which are not necessarily in linear sequence.

Which techniques are applied in which order depends on the workshop topics and purpose.



Application techniques include:

- Building individual models and stories,
- Building shared models and stories,
- Creating a landscape,
- Making connections,
- Building a system,
- Playing emergence and decisions,
- Extracting simple guiding principles.



Benefits of Lego Serious Play can be summarised as follows:

- It helps to image alternate solutions,
- It is an iterative tool,
- It allows to construct, deconstruct and reconstruct,
- It creates commitment and alignment,
- It is serious play,
- The use of metaphors generate new ways of understanding things,
- It is thinking by doing,
- It stimulates strategic imagination.

References

- Kristiansen, P. & Rasmussen, R. (2014). *Building a Better Business Using the Lego Serious Play Method*. Wiley.
- *The Science of Lego Serious Play*. (2002). Lego. Retrieved from <http://www.strategicplay.ca/upload/documents/the-science-of-lego-serious-play.pdf>

For more information about Lego Serious Play, you can refer to these sources.

Lecture 6: Defining & Designing (Lego® Serious Play® Methodology) - Xlibris Approach

DEFINING & DESIGNING - XLIBRIS APPROACH



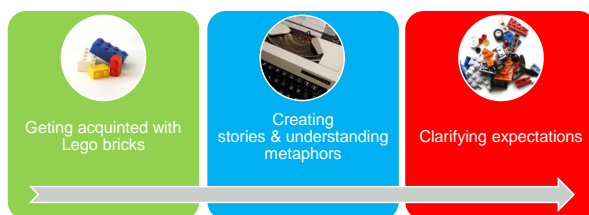
The first steps in the service co-creation is the definition and design of the new service.

Lego Serious Play methodology is used to help with service definition and design.

Participants are encouraged to provide preliminary information about their service idea by creating a model by lego bricks.

Starting

Warm up activities help with



Defining and designing the service phase of Xlibris Approach starts with some warm up activities

These exercises:

- help participants to get acquainted with Lego bricks and the methodology,
- helps facilitators to share the philosophy behind using bricks to create stories, understanding the metaphors,
- clarify the expectations from participants and model building exercises.

Warm up activities



Image: Clip Art

Different activities can be used for warm up purpose.

Main idea here is to build something and assign a description and/or metaphor.

These are simple and short activities before the actual study starts.

Duration should be indicated clearly before each activity starts.

Some of these activities are also useful for team building.

Warm up activities - examples

- Building a duck
- Building a tower
- Building a model of yourself
- Building a model of your choice

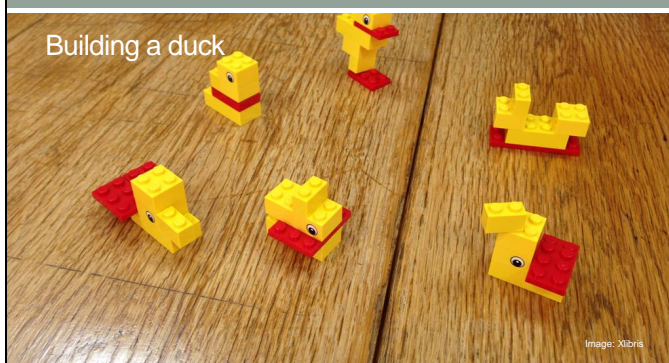
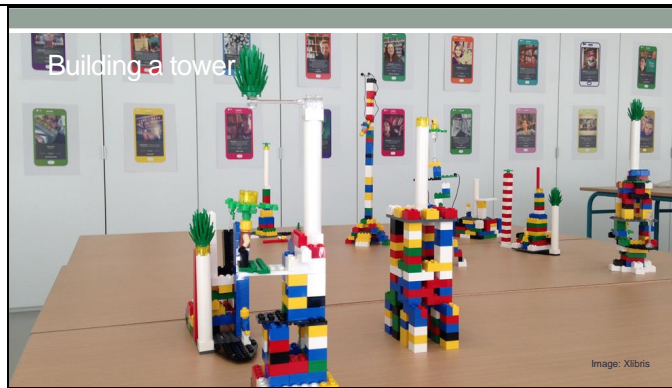


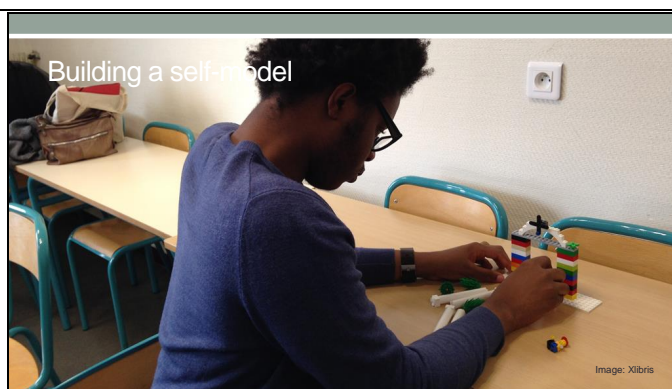
Image: Xlibris

Building a duck activity

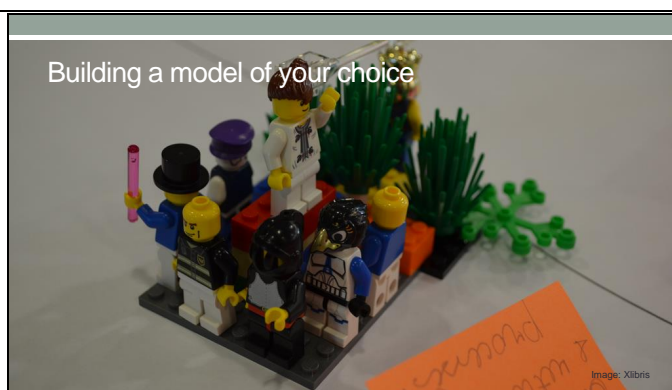
- Participants are given exactly the same pieces of brick sets (7 pieces),
- They are asked to build a duck by using all pieces,
- They are given a short span of time (no more than 2-3 minutes),
- They work individually,
- They are asked to explain how it is a duck,
- Ducks are displayed to show the differences,
- This is a good exercise to use in team building to display differences in individual perspectives.



- Can be done either individually or in teams,
- Participants are asked to build the highest tower they can in five minutes,
- They are asked to explain their towers,
- Pointing out differences among the towers and explaining that there is no right or wrong way of building it helps encouraging creativity.



- Participants are asked to build a model of themselves in five minutes,
- Each participant talks about his/her model,
- When they talk about the model they provide valuable information about themselves which is not mentioned in a traditional way of introduction,
- The facilitator asks questions to better understand the meanings of different parts of the models,
- This is a good exercise to use in team building.



- Participants are asked to build a model of their choice without any specification,
- After the models are constructed participant are asked to pick a card among pre-prepared cards each has an arbitrarily chosen single word written on it such as book, kettle, apple, cinema,
- Participants are expected to make a connection between the word and their model and explain how their model could be connected to the word written on the card they have picked,
- This exercise helps developing the utilization of methaptors skill.

Moving towards the main task

- After completing the warm up activities facilitators can move towards the main task
- Depending on group dynamics more than one warm up exercise can be used. It all depends on the time available and interest of the group
- Main task here is defining and co-designing new library services



Defining and designing library services

Defining, designing and co-designing library services

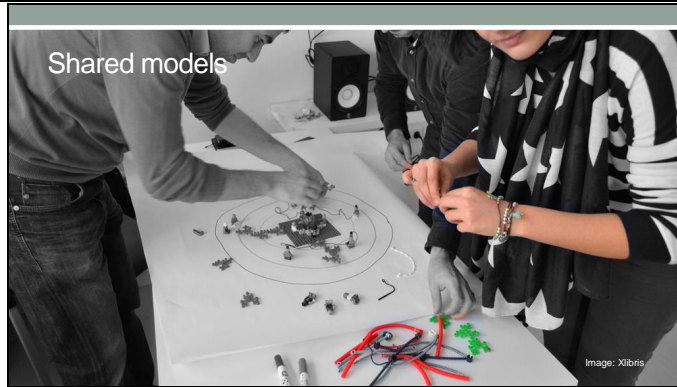
- Here one relatively more general and one more specific activity are suggested,
- First activity is about building a model of a library. Which allows participants to build and talk about the library concept in their mind,
- Second activity is about building a model of a library service they desire but does not exist today,
- It is always possible to be more specific at the second level. Facilitators can focus on a specific type of service.



Individual models

Defining and designing services by individual models

- The Challenge: Facilitator poses the question about the service,
- Building a model individually: Each participant builds his/her individual model by using his/her metaphors,
- Telling the story: Participants explain the meaning of their model and its components,
- Reflections: Facilitator asks questions to better understand the meanings of different parts of the model and makes reflections.



Co-designing services through shared models

For creating shared models participants work in teams:

- Similar ideas (services) are chosen by the facilitator and teams are composed based on the service idea in their individual model,
- Participants are asked to bring their models together and make a shared model by taking one (preferably the most important) aspect from each model,
- Everybody should agree on all the parts of the shared model,
- Everybody on the team explains the shared model,
- Facilitator asks questions to better understand the meanings of different parts of the model and makes reflections.

Examples of challenges

Followings are some examples used to challenge participants within Xlibris Project

- Build a model of your dream library
- Build a model of your vision for your library in 5 years time
- Build a model of libraries in the future
- Build a model of what you like to change in your library
- Build a model of a library service you need
- Build a model of a service which is not provided by your library today
- Build a model of a user training service you desire
- Build a model of a smart service (a service delivered by using smart technologies)
- Build a model of a service delivered by social media tools
- Build a model which shows the barriers which prevents success



Image: Clip Art

Tips for using Lego Serious Play for service co-design:

- Always start with warm up activities,
- Prepare open ended challenges (questions) very carefully in advance,
- Always let participants to work individually first and in teams later on,
- Apply team building principles to construct better teams,
- Get the group's dialogue to serve its purpose,
- Make the reflections and dialogue process easy,
- Help participants express themselves,
- Ask clarifying questions.

Tips



Image: Xlibris

- If you like to work with library users, choose the ones who are familiar with the existing services and facilities. Otherwise they might end up describing what you already have,
- Avoid using professional jargon when working with users. They might not be familiar with it,
- Work with users with different profiles,
- Work with librarians from different services and if possible from different libraries,
- Work with users first and librarians later on the ideas introduces by users.

Lecture 7: Exploring the Details (Business Model YOU Canvas®)

EXPLORING THE DETAILS

Further developing the service

- After initially defining and designing the service, there is a need to go into detail and explore each and every aspect of it to be able to design and implement it
- At this stage there is a need to use other tools and techniques
- The Business Model YOU is one of the tools to explore different aspects of the services defined at the earlier stage

The Business Model Canvas



Image: Clip Art

A business model describes the rationale of how an organization creates, delivers, and captures value.

The Business Model Canvas is a tool to create and analyze business models. There are canvases developed for organizations as well as individuals.

The canvas is the visual representation of the various elements of a model.

Business Model YOU is a derivation of Business Model which focuses on individuals in work related settings.

Since all canvases are composed with the same segments, in this section the original canvas will be presented.

Benefits

It helps to

- see the relationships among the parts of the model
- identify assumptions and risks
- find ways to add value
- brainstorm strategies

The Business Model Canvas

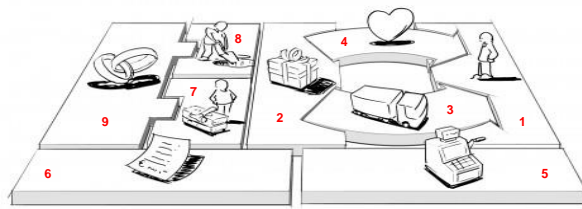


Image: JAM

The Business Model Canvas includes 9 building blocks. Each block helps to explore more about the business.

- Customer segment,
- Value propositions,
- Distribution channels,
- Customer relationships,
- Revenue streams,
- Key resources,
- Key activities,
- Key partners,
- Cost structure.

Customer segment

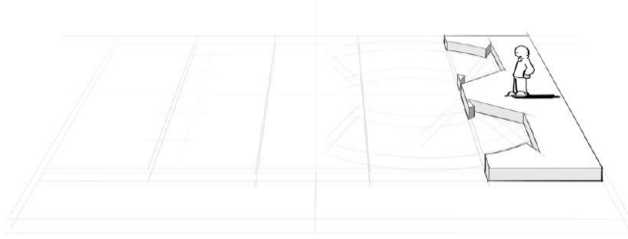


Image: JAM

Customer segment is about who the customer is. Following questions should be answered:

- Who are our most important customers?
- For whom are we creating value?

At this segment

- We must create a detailed portrait of each customer type.
- We should look beyond the obvious and focus also the following:
 - who are the stakeholders?
 - who is most motivated?
 - who is most underserved?
 - who has the most to gain?

Value propositions

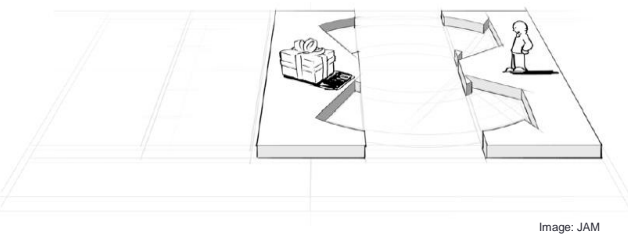
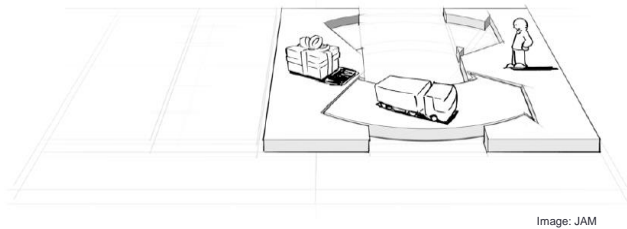


Image: JAM

At the value proposition segment following questions need to be answered:

- What value do we deliver to the customer?
- Which customer problem are we helping to solve?
- Which customer needs are we satisfying?

Distribution channels

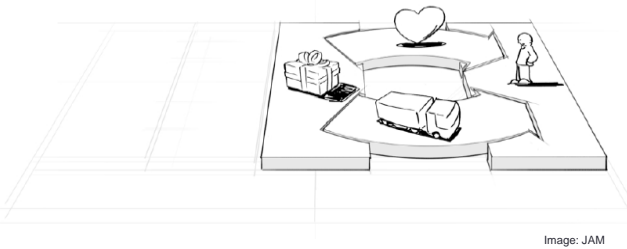


Distribution channels are about how we deliver the value.

Questions to ask are:

- Through which channels do our customers want to be reached (physical or virtual)?
- How are we reaching them now?
- How are our channels integrated?
- Which channels do work best?
- Which ones are the most cost efficient?

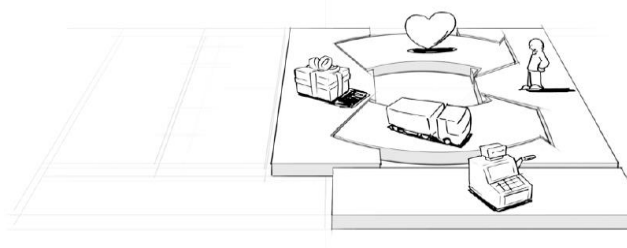
Customer relationships



Questions for customer relationships segment are:

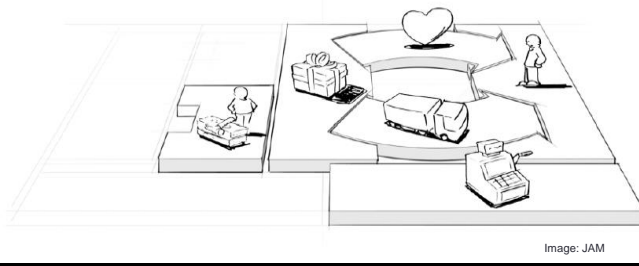
- What type of relationship do our customer segments expect us to establish and maintain with them?
- Which ones have we established?
- How costly are they?
- How are they integrated with the rest of the model?

Revenue streams



Revenue stream is about: For what value our customers care for?

Key resources



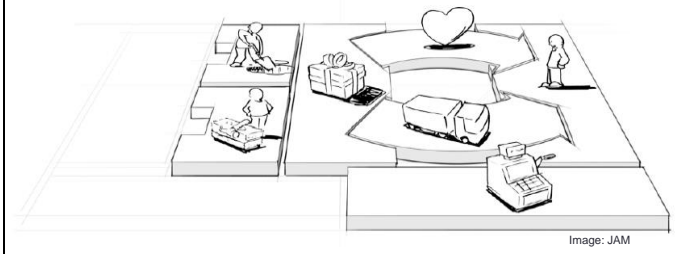
What key resources does our value proposition require?

What infrastructure and resources we need to deliver what we promise?

Resources include:

- tools, space, locations,
- personnel,
- equipment,
- licenses, intellectual property,
- supplies,
- financial requirements.

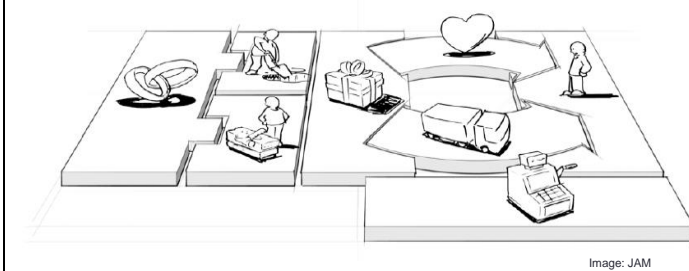
Key activities



What key activities does our value proposition require?

What major activities (deliverables) we must produce – and when

Key partners



Who are our key partners:

- Suppliers
- Developers
- Distributors
- Investors
- Collaborators
- Affiliates
- Competitors

How does each partner help or hinder the business model?

Cost structure

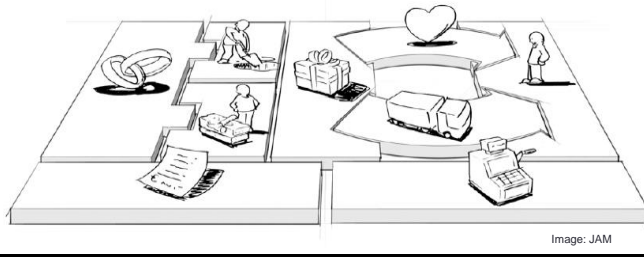
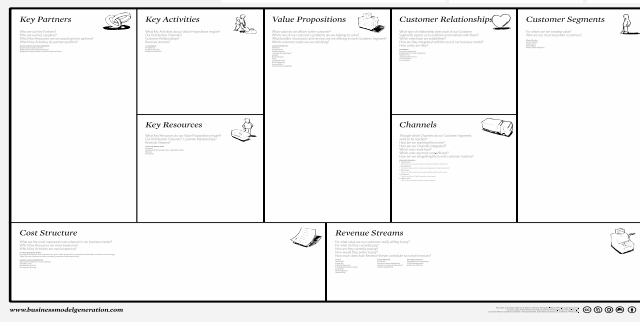


Image: JAM

What are the critical elements of the cost structure?

- Fixed costs,
- Variable costs,
- Resource, activity, partner costs,
- Infrastructure, operational cost,
- Payroll costs,
- What are the costs of each element of the business model?
- What are the risks, the unknowns?

The Business Model Canvas



Business Model Canvas is a useful tool which helps us to see the big picture. It helps to answer what, how, who and why questions:

- What products or services did not exist up to now?
- How new products or methods allow the service/product to be produced faster, cheaper, and in better quality?
- Who is poorly served until now ?
- Why: Meeting a need that is valued by customers ?

Filling in the canvas



Image: Xlibris

1. Write key words on sticky notes (so you can remove and change as necessary).
2. Place sticky notes on the related segment of the canvas
3. Present it to others.
4. Discuss and fine-tune.

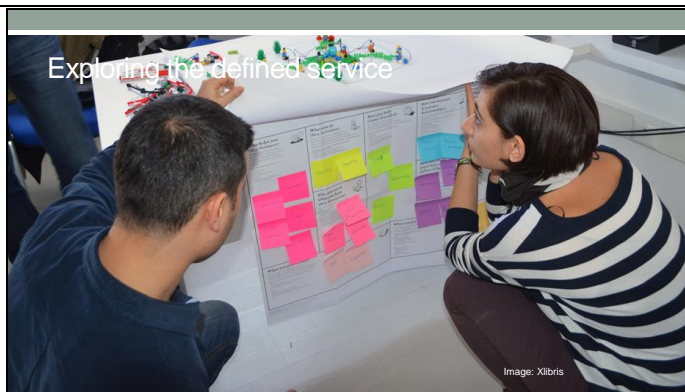
References

- Clark, T. , Osterwalder, A. & Yves Pigneur, Y. (2012). *Business Model You: A One-Page Method for Reinventing Your Career*. Wiley.
- Osterwalder, A. & Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Wiley.

For more information about Business Model Canvas you can refer to these sources.

Lecture 8: Exploring the Details (Business Model YOU Canvas®) - Xlibris Approach

EXPLORING THE DETAILS – XLIBRIS APPROACH



Following the initial definition and design of the service through creating a collective model with bricks, participants are encouraged to explore all possible aspects of the model.

At this stage the Business Model YOU Canvas is used.

The Business Model YOU Canvas



The Business Model YOU Canvas

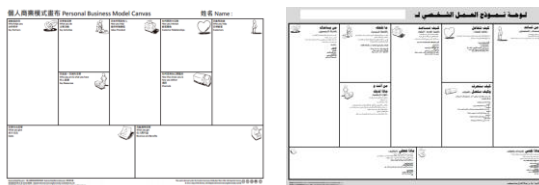
The Business Model Canvas is licenced under creative commons.

There are multiple versions available in different languages.

It is easy to find, edit and use tool.

Within Xlibris Approach it is used for service development for libraries.

Preparations



The Canvas should be translated into participants' language (if not available in that particular language) to make sure that participants understand each segment in the Canvas.

If and when necessary the Canvas can be adopted to the jargon of the profession. For instance, for libraries it is better to use the term user instead of customer and to use term benefit instead of revenue.

The Canvas is introduced to participants and each segment in the Canvas is explained.

Business Model YOU Canvas



Business Model YOU Canvas is a derivate work from Business Model Canvas and includes the same 9 building blocks.

Each block helps participants to further explore a different aspect of the proposed service.

Here, to provide a concrete examples, the segments in the canvas will be filled for Xlibris Project.

Who you help (customers/users)?



Who you help (customers/users)?

At the customers segment following questions are answered:

Who is the target user group?

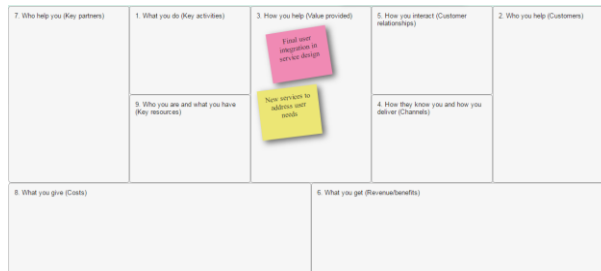
For whom you are creating this service in other words, for whom you create the value?

Who is your most important user group? Does this service target the most important user group?

Within Xlibris example, main target groups are:

- library users,
- librarians from all types of libraries (such as public, school, academic libraries),
- other information professionals,
- Library and Information Science Students.

How you help (value provided)?



How you help (value provided)?

At the «value provided» segment describe specific benefits users will get from this service.

Try to answer following questions:

- Which needs this service will satisfy?
- Does it increase convenience or usability
- Does it improve service quality and performance?
- Does it increase user satisfaction?

Within Xlibris example integrating final users in service design and creating services which address their needs and desires are the values provided.

How they know you, how you deliver (channels)?

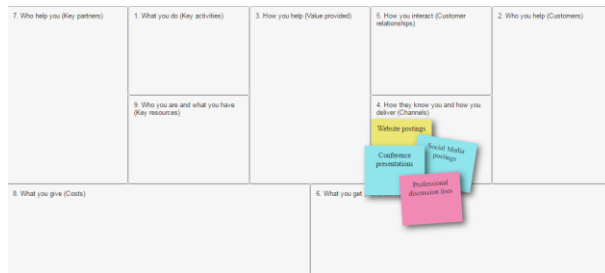


Image: Xlibris

How they know you, how you deliver (channels)?

At the channels segment, questions to answer are:

- Through which channels do your users want to be reached?
- Which channels work best with the target user group?
- Which channels will be used to provide user awareness?
- How new/potential users will find out about this service?
- Which delivery channels are the most desirable for users?

Within Xlibris example channels are mainly website postings, newsletters, social media postings (especially FaceBook and Twitter), several workshops organized at international conferences as well as postings to professional discussion lists.

How you interact (customer relationship)?

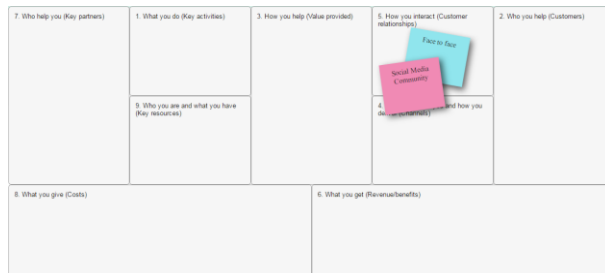


Image: Xlibris

How you interact (customer relationship)?

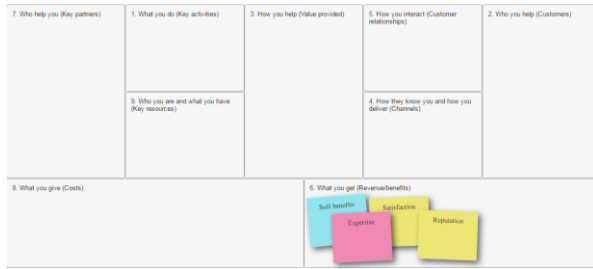
How users will be interacted and communicated are explained at the customer relationship segment.

How the service will be delivered?

- Face to face
- Remote access

Within Xlibris face to face interaction was heavily used. Some project outcomes will be delivered remotely through e-platforms.

What you get (benefits)?



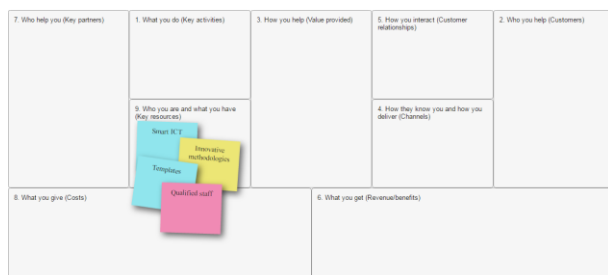
What you get (benefits)?

Benefits segment requires information mainly about soft benefits, since libraries are non-profit organizations.

This might include: satisfaction, enjoyment, flexible hours, quality, fully used services, heavily used collection, more time for other services, professional development, reputation and recognition.

Some of the soft benefits such as professional satisfaction, professional development, reputation, recognition are also the benefits gained from Xlibris.

What you have (key resources)?



What you have (key resources)?

What key resources we have are explained in the key resources segment.

These are the resources to deliver what we promise.

It includes existing personal and professional qualifications, tools, equipment, qualified personnel.

Within Xlibris qualified staff from partner institutions, smart ICT and templates are some examples for key resources.

What you do (key activities)?

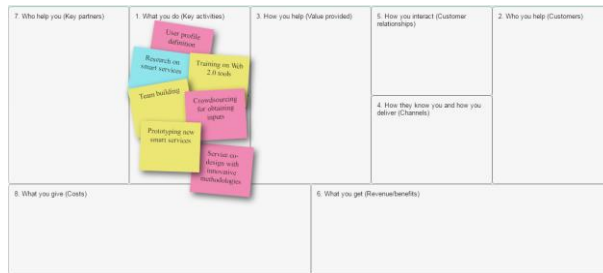


Image: Xlibris

What you do (key activities)?

What key activities we will perform to provide the service are listed here at the key activities segment.

All major activities should be mentioned:

- User profile definition,
- Research on smart services,
- Training on Web 2.0 tools,
- Team building,
- Service co-design with innovative methodologies,
- Crowdsourcing for obtaining inputs,
- Prototyping new smart services are examples from Xlibris.

Who helps you (key partners)?



Image: Xlibris

Who helps you (key partners)?

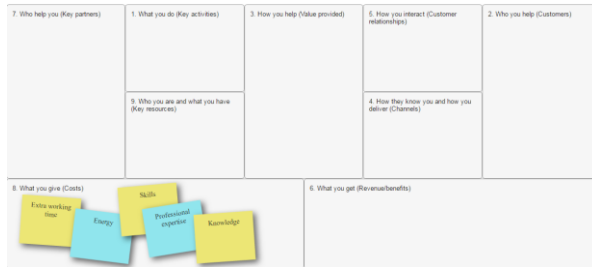
Who will help to provide this service are listed at the key partners segment.

- It could be
- Suppliers,
 - Academic staff,
 - Other libraries and information centers,
 - Vendors,
 - Professional Associations.

How (in what way) does each partner will help to provide it?

Within Xlibris key partners are project partners, library users, librarians, external experts.

What you give (costs)?



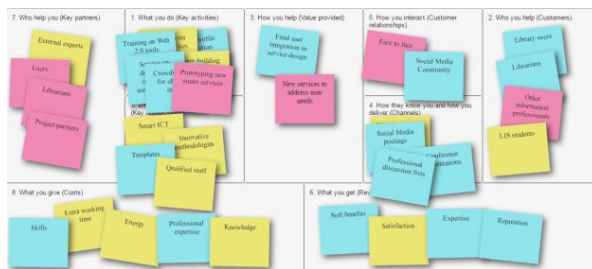
What you give (costs)?

At the cost segment what you give as well as what you give up are summarised.

- Excessive time commitment,
- Energy,
- Stress,
- Low recognition,
- Lack of flexibility.

Extra energy, time commitment, skills, professional knowledge and expertise can be mentioned regarding Xlibris example.

Tips



Tips for filling the canvas:

1. Make each group to fill in one Canvas based on their shared model.
2. Allocate enough time for this exercise to allow teams to discuss every segment in the Canvas.
3. Use the right size of the canvas A1 or A0 minimum.
4. Provide help when needed for further explanations about Canvas segments.
5. Encourage participants to use keywords and write them on sticky notes.

Tips



6. Encourage participants to write with big letters so that it can be read from a distance
7. Allow 4-5 minutes for presentations
8. Listen carefully and make reflections
9. When necessary add, remove and relocate sticky notes, however make sure that these changes are agreed and understood by the team members

Lecture 9: Obtaining Input (Crowdsourcing)

OBTAINING INPUT



After defining the service and completing service design, it is useful to get some inputs and reflections from outsiders.

This provides different perspectives from wide range of individuals (from potential users to experts) before the service is actually implemented.

Crowdsourcing is one way of obtaining inputs.



According to Jeff Howe, it is the act of taking a job traditionally performed by a designated agent (usually an employee) and outsourcing it to an undefined, generally large group of people in the form of an open call.

Coordinating a large group of people on the web to do small contributions that solves problems which cannot be solved by a software or one individual.

Obtaining information or input into a particular task or project by enlisting the services of a number of people, either paid or unpaid, typically via the Internet.

Collaborating with the people who used to be the silent audience to make something better than you could make alone.

Components

requester

worker

platform

Crowdsourcing has got three main components:

Requester: people who submit tasks or projects and collect answers;

Worker: people work on tasks and provide answers;

Platform: Program used for publishing and managing tasks.

Utilization



Image: Crowdsourcing

Crowdsourcing can be used for many different purposes. For instance

- for getting a work done such as translating, logo design, mobile app testing, data verification, brand creation;
- for stimulating action such as crowdfunding, political activism, citizen participation, civic innovation, community improvements;
- for obtaining input such as idea generation, product feedback, collective brainstorming, problem solving, Beta Testing.

Tasks required



Image: Clip Art

Tasks required through crowdsourcing includes:

- Complex tasks such as developing a software,
- Simple tasks such as designing a logo,
- Macro tasks such as testing a mobile app,
- Micro tasks such as labeling an image.

When to use crowdsourcing?

To do tasks which

- computers cannot do
- a single person cannot do
- can be split into small parts

Tips for crowdsourcing



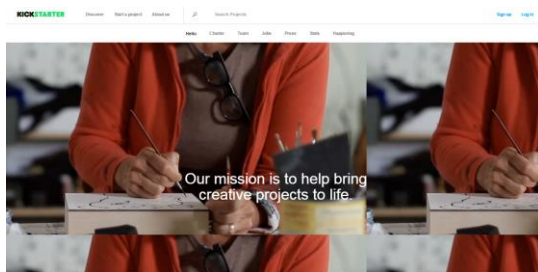
- Crowd should be defined: Is it a specific group or everyone, where can you find your crowd, how can you best reach this crowd?
- Message to the crowd should be clear: The crowd must understand what you are asking. It should not be interpreted differently.
- Process should be described: Describe how the whole process works. Define all steps in the process such as contribution, selection, voting.
- A deadline should be given.
- The reward system should be explained: What you will give back to the crowd.
- Questions of the crowd should be answered.
- Feedback should be provided to contributors.
- There should be a minimal barrier to entry.

Phases of crowdsourcing process



- Define the task, ask question, define the service or project;
- Choose crowdsourcing platform;
- Publish your project/tasks and wait for answers;
- Aggregate answers.

Benefits of crowdsourcing



When crowdsourcing used properly, it

- generates new ideas,
- cuts development costs,
- creates a direct and emotional bond with customers.

References

- Howe, J. (2009). *Crowdsourcing: Why the Power of the Crowd Is Driving the Future of Business*. Crown Business.
- Grier, D. A. (2013). *Crowdsourcing For Dummies*. Wiley.

For more information about crowdsourcing you can refer to these sources.

Lecture 10: Obtaining Input (Crowdsourcing) - Xlibris Approach

OBTAINING INPUT – XLIBRIS APPROACH

Platform (<http://platform.brickme.org/index.php?page=ex>)



Image: Brickme.org

Platform

Within Xlibris a special crowdsourcing platform is used: Brick-me. It is developed by Daniel Weiss, one of the members of the project team.

Brickme is a platform helping to share project ideas and obtain insights from peers across the world.

Brickme platform is a crowdfunding like platform where contributions received in form of insights which help to improve the proposed project.

This platform allows users to create a Business Model YOU Canvas for their project and present different aspects of the project based on canvas segments. It also allows to add Lego Serious Play videos. It is very unique in this sense and serves very well to the Xlibris Approach.



Brick-me is a multilingual platform. Interface can be used in Bulgarian, German, Lithuanian, Spanish, Turkish, as well as English.

It allows to create an account and manage projects. Within Xlibris, it is used to obtain insights about proposed services.

A board is created for each service which includes:

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



Platform allows to determine a deadline for each «service project».

It allows contributors to give feedback and provide inputs about the project by choosing predefined categories along with personal inputs.

Platform allows account holder to track and aggregate the inputs.

Utilization of the platform

1. Opening an account
2. Treating each service as a project
3. Giving the service project a title
4. Summarising the service project
5. Preparing a video
6. Filling the Canvas
7. Determining a time frame
8. Explaining the rewards
9. Finding the crowd
10. Communicating with the crowd
11. Managing the process

Giving the project a title



Giving the project a title

Project title should be

- Concise,
- Catchy,
- and
- Descriptive.

Summarising the project



A short and a long description of the service is presented.

Following aspects are explained:

- What is the main goal?
- Who is the target group?
- Who is involved?
- What makes it innovative?
- What will be the impact?

Preparing a video



The video prepared is a short description of the service and value proposition.

This video is expected to encourage the crowd to react and provide insights. Therefore it should be:

- short,
- clear,
- and attractive.

Filling the Canvas



Image: Xlibris

Business Model Canvas helps to explain and present different aspects of the proposed service.

Putting a timeframe



It's Time

Image: Clip Art

How long the project will be open for inputs is indicated.

Explaining rewards



Image: Clip Art

- Offering rewards is a good motivation for contributors.
- If you have a reward, explain it clearly.
- It could be, for instance, a place on a Course or Workshop, if it is a training service.
- The best rewards relate directly to the project, have little associated cost, and contribute or support legacy of the project.

Finding the crowd



Image: Clip Art

Answering following questions helps to target the right crowd:

- Who is going to be interested?
- Who is going to be willing to provide input?
- Who has something to gain directly from this service?
- Who has expertise to provide valuable insights and most likely contribute?

Reaching the crowd



Image: Clip Art

- Make a good list of interested parties/potential stakeholders
- Ask influencers to spread the word
- Use social media, especially Facebook and Twitter.
- Get support from friends and colleagues
- Draft an email with a link and ask people to forward it

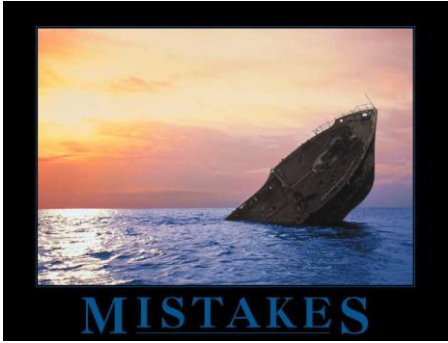
Managing the process



Image: Clip Art

After publishing the «service project» on the platform and reaching the crowd, it is important following up, answering questions and being involved in communication.

Insights are aggregated at this stage to further evaluate and use for improvements in the service design.

	<p>Most common mistakes</p> <p>Common mistakes during crowdsourcing are expecting that:</p> <ul style="list-style-type: none"> • putting a video and a description will be enough, • the word will travel around by itself, • there will be dozens of inputs, • all inputs will be useful.
---	--

Lecture 11: Fine-Tuning (Xlibris Matrix) & Finalizing

<h3>FINE TUNING & FINALIZING</h3>	
---------------------------------------	--

<h3>Fine-tuning service co-design</h3> <ul style="list-style-type: none"> • Based on the inputs aggregated from peers and users, the proposed service is fine-tuned • The best approach is prototyping the service before the actual implementation • This practice helps to find out about training needs • Within Xlibris Approach a matrix is developed for further fine-tuning as well as determining infrastructural needs and training needs 	<p>Based on the inputs aggregated from peers and users, the proposed service is fine-tuned.</p> <p>The best approach is prototyping the service before the actual implementation.</p> <p>This practice helps to find out about training needs.</p> <p>Within Xlibris Approach a matrix is developed for further fine-tuning as well as determining infrastructural needs and training needs.</p>
--	--

Matrix

	a	b	c	d	e
a					
b					
c					
d					
e					

Image: Clip Art

Xlibris Matrix includes components such as:

- 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

This information is partly derived from the Canvas completed during the previous phase.

Service description



Image: Clip Art

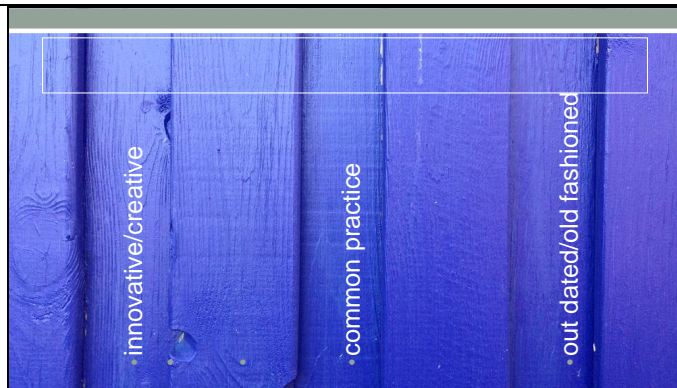
A short description of the service is provided from the earlier stages.

ict
resources

Image: Clip Art

Information and Communication Technologies to be used

ICT to be used to deliver the service such as applications/channels to use like Pinterest, Instagram, Twitter, Vimeo and/or devices to use such as tablets, mobile devices are listed.



The nature of the service is labelled as:

- innovative/creative,
- common practice,
- out dated/old fashioned.

Target group



Image: Clip Art

The main target user group of this service is defined.

It is decided whether this target group is the group library wants to focus.

Infrastructure required



Image: Clip Art

Infrastructural requirements such as Internet connection, broadband, features and the quantity of devices to utilize are determined.

Support needed



Image: Clip Art

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 & competencies



Image: Clip Art

Profile, knowledge and competences required by the librarians of the library which will deliver this service are described.

Knowledge and competences required by users to be able to use this service are defined.

Training needs

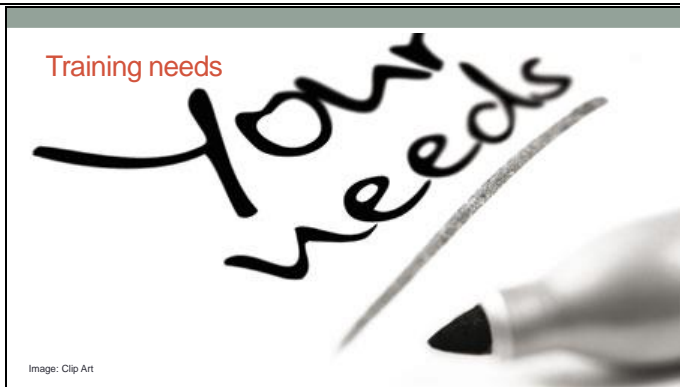


Image: Clip Art

In-service training need for librarians 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.

Conclusion

- Infrastructure and support are provided when necessary
- Librarians are trained
- Service is developed and implemented
- Service is promoted
- User training is provided



X-LIBRIS SMART ICT 3.0 LIBRARIES SERVICES to Address on Future Skills and Competencies - Learning Spaces 2025

This project has been funded with support from the European Commission (Turkish National Agency). This material reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Partners of the project

