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Mod 12 - Collection Development Policy Sections

With the advent of technology and e-Readers becoming more prevalent in everyday life, it is only a matter of time before one sees their presence in a school library setting. While it is exciting for students to be able to read on Kindles, there are many administrative issues that need to be contended with in order to make an eReader program sustainable. Kindles were mainly developed for individual consumption, not institutional use. However, since they are proven to stimulate reading and enhance literacy skills in students, many LMC are making them available for circulation. School librarian media specialist Kathy Parker of Illinois strongly advocates the use of Kindles. She states "Kindles have generated a love of reading among those students who would not have otherwise picked up a book" (Barack, 15). Incorporating Kindles allows SLMS to introduce and expand a love of literacy to students who might otherwise not have read.

Before use can be initiated, both students and parents must sign a check out and permission form that clearly states terms of use. The agreement will state terms of use and be written in compliance with the school acceptable use policy. Parents need to authorize the assignment of Kindles and are thus accepting financial responsibility for downloaded content, as well as any accidentally, malicious or willful damage to the reading devices. Students in turn must agree to use the Kindle appropriately, not loan or give to another student and return it in good condition. In accordance with the borrowing of popular items and the continual circulation of the Kindles as stipulated upon donation, usage will be limited to a nonrenewable one week loan.

In maintaining technological equipment, various administrative forms need to be kept on file that are readily accessible to the library staff. To begin with, a spreadsheet must list each Kindle number, serial number and MAC address. The MAC address is needed and relevant for Wi-Fi access. In addition, four other forms are needed indicating critical information for managing and circulating the Kindles. A Kindle eBook tracking form should be kept on file indicating what Kindle number has which books on it. This should include date titles are purchased and how much each title cost. A Kindle book request form should be kept at the circulation desk. This form should have teacher name, class, student name and space to write in several requested titles. A link should be provided on this form that allows students to browse available eBook titles. A Kindle eBook tracking form should also be maintained. This form will have the heading of the eBook and list all the Kindles that carry the title with date added. Lastly, a gift card record form will show the total gift card amount, card number and type, as well items purchased with date and price. All of these forms will ensure the smooth upkeep and processing of Kindles and their titles

The selection of titles will be similar to selection of regular book titles in that the eReader collection will be developed around the Common Core Learning Standards and the school's curriculum. Half of the titles selected will be nonfiction and the other half will be comprised of fiction, poetry and anthologies. Requests will be taken of titles desired from library patrons as well using the form indicated above.

Collaboration with the literacy coach and lead teachers will be necessary throughout the title selection process. Further collaboration can be developed with other SLMS who have already implemented Kindles into their library program. Online research, listserv information and emails from experienced Kindle librarians will provide guidance, suggestions and ideas. Buffy Hamilton, A.K.A. the Unquiet Librarian, strongly suggests librarians seek the support of PTAs, community organizations and grants in order to roll out Kindles in the library (Barack, 59). Incorporating that advice, the library committee will provide guidance as well as input from all stakeholder representatives. In addition, several websites and SLMS provide information on how to utilize donations and grants to expand upon the Kindle program and

collection. Rather than attempt to reinvent the wheel, that information is very helpful and time saving, as well as provide a wealth of ideas.

In conclusion, Kindles are an excellent resource that enhances learning, reading and 21<sup>st</sup> century multiliteracy skills. They provide readers with an alternative reading format and stimulate more reading with today's youth and older generations. Additionally, Kindles offer compact storage and enable many various titles to be shared and stored on one device. They are relatively easy to use and maintained provided they are properly used and cared for. Keeping all factors into consideration, many policies and written agreements need to be recorded in order to assure that users have a full understanding of the reading devices.

## Works Cited

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