

Assessment 2: Educational Online Community Analysis

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Introduction/Summary of the Organization

Anyone that is looking for an example of a thriving online community in the field of library science does not have to look any further than The School Librarian's Workshop (TSLW). An engaging and active Facebook community, TSLW provides librarians with a variety of resources and support. Organized and moderated by Hilda Weisburg, TSLW is a closed Facebook group with the stated purpose of being "an international forum and Personal Learning Network (PLN) for school librarians to ask for help, share successes, and give advice and support to their colleagues" (Weisburg, 2009). Started in 1980 by two librarians as a physical newsletter with the same name, the Facebook group began in 2009 after subscriptions began to dwindle and face technical difficulties. Since then, TSLW's diverse, global membership has grown exponentially to almost 9,500 at the time of this paper (Weisburg, personal communication, February 8, 2019).

There are several frequently cited strategies that Weisburg employees to ensure the success of her online community. These include (a) providing current and pertinent information, in an effort to perform tasks that interests the global membership (Kraut & Resnick, 2011); (b) acting as a vigilant technology steward by ensuring that members are focused on and supportive of the clear community goals (Wenger, Smith, & White, 2009); (c) And understanding and encouraging the evolution of the community based on their changing needs, interests and population (Wenger, Smith & White, 2009). By examining the precise goals of TSLW's online community, the community approach to accomplishing those goals, and how metrics are used to

reach their goals, one can obtain a clear picture of the components that have lead to the success of The School Librarian's Workshop.

The Goal of The Online Community

Creating an online community with clear goals is essential to producing a thriving, productive environment as Kraut and Resnick (2011) observe that decades of research in both psychology and organizational behavior support the strong motivational influence of goals and goal setting. As the sole organizer and leader of TSLW, Weisburg actively manages, contributes, and engages in dialogue with members to enhance TSLW's goal of becoming a supportive, PLN. Weisburg (Personal communication, February 8, 2019) further clarifies her intent for the online community as a platform to disseminate information to librarians, for librarians, from librarians. In order to ensure this focus, there is a short, qualifying entrance survey to become a member of the group, weeding out teachers, vendors, or authors (with few exceptions) to build a productive environment for librarians. Weisburg's message to librarian members is for them to "share with teachers" as she tries to foster leadership, "making sure we're doing all we can to become leaders or become better leaders, bigger leaders" (Weisburg, personal communication, February 8, 2019)

Kraut & Resnick (2011) propose the idea that if online communities "perform tasks that interest members," members will follow. This phenomenon is certainly the case for TSLW, as Weisburg insists that she does not take steps to recruit members actively, but rather supports the stated goals behind the scenes by providing a safe, comfortable environment for librarians to share ideas and support each other with rich content (Weisburg, personal communication, February 8, 2019). Weisburg also observes that, over the years, members have openly shared

valuable projects and ideas even though they could have sold them to each other on other platforms. One just needs to simply scroll through the recent posts to observe examples of this open sharing such as on March 6, 2019 when a librarian shared his collaboration lesson with English teachers based on the book *Outsiders* or another librarian who shared all of his materials for his lesson “Don’t Research Like My Grandma” on March 5, 2019 (see Figures B1 and B2). Each of these lessons is complete with specific directions and supportive materials exemplifying the rich content that encourages librarians to return and actively participate in this community.

Weisburg (Personal communication, February 8, 2019) clearly identifies the goals of the online community as two-fold, to provide a platform for an informative, interactive and productive librarian PLN while encouraging librarians as leaders who are seen as valuable resources within their communities. By providing a platform in which librarians can share lessons and ideas, ask for opinions and help related to library science issues, share successes and advise peers on leadership resources and opportunities, TSLW fulfills these goals.

Accomplishing Goals

Weisburg makes a daily conscious effort to build her community and brand. To keep the community current, she works approximately 20 minutes most days, “not a whole lot” by her estimation, but acknowledges that “consistency is vital.” To supplement her Facebook group, Weisburg regularly Tweets and maintains a blog. She also insists on having a physical presence in the library field by frequently conducting workshops at conferences and schools, presenting as a Keynote speaker in many different states, and actively attending industry conventions.

Weisburg was proud to share that she has not missed a New Jersey Association of School Librarians conference in 30 years (Weisburg, personal communication, February 8, 2019)!

These experiences, all play an important role in how Weisburg is able to contribute effortlessly to TSLW. She can easily encourage and feed her members' conversations by providing access to material that the community members may not have found on their own. Weisburg (Personal communication, February 8, 2019) explains, "anytime I can give them tools information or anything that will boost their visibility in the school and the rest of the community, I will. I subscribe to SmartBriefs on Leadership, Edtech, a bunch of other things in addition to the stuff I get through ALA and AASL." Wenger, Smith, and White (2009) suggest that a strong online community understands its place within a larger context and often finds "recognition and resources from people outside the community." Although Weisburg modestly claims that the effort afforded toward reaching the community goal is minimal, it is clear that she employs a variety of resources online and in the greater library science field to engage and recognize the community.

Weisburg's inclination to provide helpful resources and materials to her members is reflected by Fogelson's (2019) assertion that it is impossible to build a "vibrant, sustainable online community without valuable content." Weisburg's role in supporting discussions based on this content becomes apparent when one looks carefully at the Facebook thread. For example, Figure B3 shows a screenshot of a discussion with 139 comments related to food in the library, while Figure B4 shows a related post by Weisburg providing a link to an article which continues this discussion and offers new examples and opinions. One can also see an example of Weisburg's active participation through the addition of rich content when she opens a conversation regarding the copyright laws about posting videos of people reading bedtime stories

onto Youtube (see Figure B5). Within this thread, one can see members mimicking Weisburg's behavior and providing useful links and suggestions on the topic (see Figure B6).

Weisburg's willingness to change formats to best reach her members is another reason that is attributed to the continued success of TSLW as a thriving community. Wenger, Smith, and White (2009) suggest that online community leaders should focus on "placing the community perspective at the core of technology-related challenges such as scanning the landscape, choosing technology and supporting its use" (Wenger, Smith and White, 2009). Weisburg (Personal communication, February 8, 2019) seemed to follow this advice when changing platforms for the community over the years. For example, when TSLW co-founder passed away, and they were losing money from mailing physical newsletters, Weisburg switched to supporting the community through an electronic version of the newsletter. When her members faced difficulties receiving the electronic version through their schools' filters, Weisburg changed the platform to Facebook. Recently, she has recognized the advantages and ease of Twitter to reach more members and has begun to expand her posts through that platform.

When asked about where she saw the community in five years, Weisburg (Personal communication, February 8, 2019) responded, "Is Facebook still going to be the platform that it is in ten years? It's going to evolve in some way, so it's my responsibility to a great extent to keep my eye out for what's happening and be ready to move when and if it does happen to wherever the heck it's going to end up." By understanding the needs of the community and being aware of technological developments, Weisburg is exemplifying the qualities of strong technology steward, as described by Wenger, Smith, and White (2009). It is clear that no matter

what changes the future holds for TSLW, Weisburg will be focused on finding the most effective and efficient technology platform to help her fellow librarians continue their supportive PLN.

Metrics Towards Goals

Fogelson (2019) suggests that online communities not only need to clearly state their goals but should also establish key performance indicators to measure the progress towards these goals. Many online communities use metrics to gauge this progress, yet when Weisburg (Personal communication, February 8, 2019) was questioned about using metrics to analyze the interactions in the group, she was unaware of any formal report. She explained that occasionally she gets notifications from Facebook that might say something like, “1900 people liked your post.” She expressed interest in being able to access a monitoring function and would even be being willing to pay for data like that, depending on the cost.

Without being able to rely on any metrics, Weisburg seems to do an excellent job of adapting the Facebook forum in response to the needs of her community. She looks to gauge the level of engagement by monitoring the number of likes a post may get or how much conversation it created. Wenger, White, & Smith (2009) suggest that “a communities configuration will evolve, often through experimentation. In collaboration with the community, tech stewards can help transform experiments, accidents, or local discoveries into community-wide practices and agreements that advance the community’s capability” (p.142). It seems that despite a variety of challenges over the years, Weisburg was able to experiment and work through them while keeping the needs and focus of the community at the forefront.

Post interview, Weisburg was guided to Facebook’s Group Insights, a free and informative analytic tool that can be used to provide some metrics on TSLW group activity.

Weisburg was appreciative for this discovery and the information that it offered. For instance, through the Group Insights for TSLW one can see that in the last 28 days, new membership grew 29% with 249 new members. There were 24.3 K posts comments and reactions, which was a 24% increase. Two hundred sixty-two membership requests were approved, 26 declined, and seven blocked. Seeing the blocked requests affirms that Weisburg is adamant about making sure this community remains to be a safe place for librarians by either blocking or rejecting vendors, authors, and applicants with ulterior motives. These metrics seem to support the growth of a vibrant online community and will provide Weisburg with feedback with which she can base decisions for the future of TSLW.

Conclusion

Hilda Weisburg has stewarded her successful online community, The School Librarians Network, from newsletter to online community for nearly 40 years. Her goal to be “an international forum and Personal Learning Network (PLN) for school librarians to ask for help, share successes, and give advice and support to their colleagues” has flourished under her tutelage (Weisburg, personal communication, February 8, 2019). Weisburg clearly knows how to balance the constant flow of the community. She encourages contribution and commitment (Kraut & Resnick, 2011) as she interacts with her members while expertly stewarding the community (Wenger, White, & Smith, 2009). Her clear focus on her mission, her daily involvement in contributing to the website, and her growing reach as she posts to Twitter and other social media continue to draw membership from around the globe.

Weisburg’s plans to continue to grow her brand include the ability to engage with a broader international community. Including the use of more purposeful metrics may help her to

accomplish this goal. A blog by Bailey Seybolt, titled *The Beginner's Guide to Facebook Analytics* (2018) states that “posting without understanding who your audience is or what type of content they want is like driving in the dark without headlights—unnecessary and downright dangerous.” While Weisburg’s community members must be approved before they can join TSLW, understanding the metrics data that Facebook provides through their Group Insights will only serve to benefit Weisburg in her goal of growing her membership on an even larger scale.

Overall, Weisburg has grown a very successful online organization, helping librarians across the world to connect and share resources. Her vigilance in understanding her audience as she adapts to their needs and concerns makes it likely that her community will thrive and grow for years to come.

Collaboration

This was truly a collaborative effort. Initial creation of a What’sApp group between the three of us began the conversation of what/who we might interview. Initial organization and task sharing began here.

Barbara

- Curated and contacted the author of the online Facebook community from a workshop
- Conducted the interview
- Added and edited content

Karen

- Opened a shared Google Doc
- Began introduction, introductory paragraphs for each section and the conclusion
- Added and edited content

Linda

- Began the list of questions for the interview
- Transcribed the oral interview
- Added and edited content

References

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APPENDIX A

Interview With Hilda Weisburg

H: Hi Barbara. This is Hilda.

B: Hi Hilda. How are you doing?

H: I am doing fine. How are you?

B: Good good. Thank you so much for taking some time out to talk with me and answer my questions for the project.

H: No problem.

B: I really appreciate it. I'm taking a class. I'm in a doctoral program at New Jersey City University for for educational technology leadership.

H: That's a very good doctorate for a librarian.

B: It is, right? [00:00:30] It'll give me lots of options and definitely help improve what I'm doing here.

H: Definitely. I like that flexibility that you are building in.

B. Thank you. I'm hoping it works out. The course that we're taking now is on educational online communities and building them. So after I joined your community when you mentioned it [00:01:00] in the workshop the other day, it's amazing.

H: Isn't it?

B: It's a great resource. Oh, I think it's a great resource for librarians. There's been so much so much conversation on there and I found already found tons of resources I could use so I was wondering if you could tell us a little bit about how you started your community and how this came about.

H: It's an interesting story, really. [00:01:34] It starts actually in 1980. When my former co-author Ruth Tour and I had been doing a newsletter for school librarians called, The School Librarians Workshop. It was a print newsletter and its original iteration. It came out 16 Pages, 10 times a year.

B: Okay.

H: Then we switched [00:02:05] 20 pages, six times a year so it gets this way we went from within worry about people, you know food School may start in August, you know, and I decided you know, Facebook was a presence and I decided to start a Facebook group for us. Which I did. I can remember how excited I was when we reached 300 [00:02:35] members.

B: Yeah. I'm sure that was big but where and when was that that was in 2009?

H: It goes way back probably around there. Yes. Yeah, and by that time I was publishing it separately, Ruth had retired. She actually had the I was the beginning of Alzheimer's which he just recently died from.

B: Oh, I'm sorry.

H: Yeah. Yeah, it was tough. So, her [00:03:06] her husband who had owned the publication. He had bought it from the original people who started with us. He said that he didn't want to do it anymore without Ruth. I didn't want to stop at that point, so he sold it to me. Well, not even sold it, [00:03:46] I don't even think I gave him a dollar. I took that over and I started publishing it as an online newsletter because we were already feeling the pinch of our subscriber base dropping because of the cuts of school librarians. He was losing money on it at that point. Saving the cost

of mailing was a big thing. However, we got into technical problems, all types. The periodical jobbers didn't always give us newest... we were sending it directly to the Librarians email and between the periodical jobbers [00:04:16] not always giving us the school librarian's address and the filters thinking that we were spam. It was a problem anyway and then couple that with the continuing drop in the number of school librarians. Yeah by 2015, 2014, something like that. I had to stop publishing it. I just couldn't afford to. [00:04:46] I was losing money every year and my husband was indulging but this was a requirement fund. It just wasn't fair anymore. So I stopped it and I was about to shut down The School Librarians Workshop page. By that time, we were getting the feeling of being a community. We were up to about 1,000 people. As a matter of fact, when we got to 300, we sent that person a School Librarians Workshop mug. [00:05:23] My daughter takes care of these things for me. And we sent a person a canvas bag with the logo on it. We hit a thousand. Of course, if you look now, we're getting close to Ninety Four Hundred members.

B: Yeah. I know it's that's pretty good and very active members and...

H: We add about fifty members a week.

B: Really? That was going to be one of my questions. How do you [00:05:53] recruit members?

H: I don't. I don't.

B: Yeah. it's just word of mouth and happens organically?

H: Right! right. And like active members because I've been in groups where people don't really comment but I guess Librarians also tend to talk a lot as well.

H: And [00:06:39] yes, yes where people on the outside think we are quiet. We're not.

B: No. Not at all.

H: Not even close. The thing is, it has a lot of things involved here and things that I have learned along the way.

B: Oh perfect.

H: First of all, you have to decide how open the group is. And if you read, there is a definition of the group.

B: Yes. yes. Where your goal and what it's intended to do?

H: I do not accept teachers.

B: Really?

H: I will accept the library assistant, but I'm trying to keep this for us. I will accept a librarian, who is a public librarian. I really want it to be for us. You know. So I can say, share with teachers and thing like that. [00:07:10] I don't take in vendors. There are two, well three people on there who are an exception to this. One is Shannon McClintock Miller. Who does things for Follett and other things now. But, she's a librarian. And a good one. The other vendor is [00:07:40] somebody. I'm on his Advisory Board. Unpaid. Harry Chan and he's from Opals which the open-source automation system.

B: Okay.

H: You almost will never hear from him because he will give us something odd you know he will never identify business interests. He is there to see what's happening and I can trust him to not to try to sell Opals. I will... on [00:08:10] occasion, let other people know about the automation system. That's fine and I'll tell them to contact Harry but I won't let them know that Harry is in the group.

B: Right?

H: The other person that's in is somebody from Rosen publishing who I know well knows well enough. I'm allowing her to lurk.

B: Right, right.

H: But she won't push a Rosen product. I don't accept authors because they have a tendency (can't blame them) to push their books. I don't want that coming from a single author here or there. That's the way it's supposed to be. [00:08:55] I'll put up lists of books and every now and then I'll mention a book I read in somebody else might too but that's different.

B: Yeah, I just I was just reading a thread where somebody was asking for like eighth-grade book recommendations.

H: Right

B: And and so it's great that you don't allow the authors in there

H: Because you know what would happen.

B: Yeah. Yeah and I feel like I could really like the stuff. Oh, I know what it was. I was reading it was totally what I needed list of authors who [00:09:25] would come and talk because I'm always my PTO is always asking me to pick someone but being Middle School, it's tough and I found people sharing all people who they really liked and to get a recommendation where somebody actually had them come and loved them. Perfect.

H: It makes a difference. This is a PLN for us. Now that's half of it.

B: [00:09:55] And what's the other half?

H: I will push my own book and some of the things I do. I think that's fair.

B: I think that's perfectly fair.

H: I put in a lot of work on this thing.

B: I believe it. I believe it

H: The other half of this is. I am totally about leadership and making sure we're doing all I can become [00:10:26] leaders or become better leaders bigger leaders. And anytime I can give them tools information or anything that will list their visibility in the school and the rest of the community. I will do. So I get material into my Gmail inbox. I subscribe to SmartBriefs on Leadership, Edtech, a bunch of other things.

B: Okay

H: In addition to the [00:10:56] stuff I get through ALA and AASL. Most of the people on there aren't members and I post this. I am an active poster on the you know.

B: Yes, you are. I noticed that which is different than a lot of the other groups that I had been on and so you post a lot in order to kind of push us towards those things.

H; Right, and it stimulates discussions and I've learned that when I post something, most often, I pose it as a question. I started, one day, for example, it was a discussion on fines. Do you charge fines? How do you handle them? Anything like that, I will do it that way to get librarians thinking

B: Yeah.

H: Question, so often, for example, our rules are knee-jerk rules, and we don't analyze why we have done this.

B: Right, because it's just tradition, right. We've done it all the time

H: Right and so if a kid owes a fine, he can't take out a book. And the message you are sending is...responsibility is more important than reading. In other words, I just want to make sure we really are cognizant of what we are saying and what we are doing. I know, here's an example of

something a little different. Judi Merilion has a very nice, also, a group that is tied into her instructional leadership and things that she discusses.

B: Ok. What's the name of that group?

H: I can't remember. I'll send it to you as soon as I remember

B: That would be great

H: ok, so it's Judi, but I don't think its under that

B: But I can look it up. How do you spell that? M?

H: M. o. r. Let me do one thing for that. That I can find fast enough. M. o. r. e. i. l. l. o. n.

B: Okay.

H: You know she is an assistant professor at Arizona. She's really good. She used to be, her big forte used to be reading and working as, you know, to promote reading. Her new stuff is more on cooperative teaching.

B: Okay.

H: She has a new book out on it. She also writes children lit and she does that almost like very separately. But her group invariably, what she's doing, almost exclusively what gets posted is a link to her blog.

B: Okay.

H: Now my daughter who does my editing will post my weekly blog because she has edited and put in some graphics and made it look good. But that is not the substance of the page, of the group. It is just one part of it.

B: Right. Of your group?

H: Yeah.

B: Yeah.

H: And that's one of the big differences. Shannon does one of the better ones, you know, Shannon McClintock Miller, basically is the administrator for future-ready librarians.

B: Okay.

H: And so she does a lot with that. But I don't know if she has gotten involved with stuff because it used to be that she used to post a lot into that group and now she doesn't. A lot shows about the group, as I would say, one of the ways to analyze the group, is how many posts are you getting up there. Some of the groups have like, almost no posts. Like, makerspace and participatory libraries, you don't see much in there. When they post the stuff is good, it's just that...

B: Right. It's not very active.

H: Right. So, the thing for me is who is posting? Who is the administrator? And what responsibility is the administrator taking? For example, people no this about me already so I get warnings. Do you know those librarian t-shirts that they keep selling? The post won't be up for more than half a day. Either I see it or somebody else sees it, I take it down and ban the person. It's a Facebook thing that they can get in. They were never members, theoretically, they shouldn't be in the group.

B: But, they can get in and get around it?

H: They must pay Facebook to sell.

B: Okay.

H: It's an ad. Not a member.

B: Right. Right. Now, who moderates? Do you moderate? Does your daughter moderate?

H: My daughter does not. [00:16:22].

B: Okay.

H: She'll comment,

B: Right.

H: But she gets caught up in the whole thing.

B: So you do most of the moderating?

H: I am the one who decides who gets in. In other words, if you decide. when you applied to join.

B: Yes.

H: You answered one question. How are you connected to libraries?

B: Yea. I liked that. I liked that a lot. I thought that was really useful. Now, did you come up with that in a proactive way or in a reactive way? Like did you think, okay, I'm gonna keep this just Librarians from the start or did something happen and you kind of backtracked.

H: Pretty much from when I started, but not at the very beginning. But people who knew me in the beginning. After a while the thing got crazy.

B: Yea.

H: And I was getting people who and when I would look at them, they belonged to 300 groups.

B: Right. Right.

H: Those are group collectors.

B: Yes. Right and not participating.

H: You know and of course, the group is all over the world. I have people whose names I can't read because they're written in other languages.

B: That's so cool.

H: I have people who come from countries and I haven't figured out where they are.

B: Right.

H: But they all are Librarians one way or another or they're not in the group.

B: Uh, huh. Excellent [00:17:24]

H: I think that that's really interesting. We're beginning to see a little more and more participation and activity from... well, we have international librarians who do participate. And the ones who work in international schools. Australia is doing more. Canada is doing a little bit more. Enjoying... They are in the group, but they're now also posting on occasion so that we get another view of how things are in librarianship, which I think is [00:17:54] really cool.

B: Yeah really cool because you know, we need to have a more global view of what's going on.

H: We talk about global citizenship, but we don't know Global librarianship,

B: Right, but we don't do it ourselves. Yup.

H: I am trying to do that as much as possible and I encourage it when I can see it. But this is really really about creating something but having a kind of hands [00:18:24] off creating. It's trusting the people. It's I put in my bit, and they say mine is kind of twofold an interesting article that comes in my own personal stuff. But you know, when something comes up like, for example, I may be doing any ecourse for ALA editions based on one of my books. I will post information about that on there.

B: And I am glad you will because is that the discipline one [00:18:54] that you're looking at or some or another one?

H: Not yet.

B: Yeah.

H: This one is based on new on the job or being indispensable as those that you ecourses that I've done for them. So one of those will probably be done for one maybe like in May when the library students are graduating and the other one is in the summer. I am seriously working on now classroom management.

B: Yeah?

H: Which is got to get done. [00:19:26] I want to get my course started on it and then you know, feed off support and get both going.

B: Right. So you put a lot of work in on the startup of your community and getting the right members in the right place and then you organically let it work.

H: It's a good mix. And it's trusting that there and if something goes wrong I can walk in and just delete some stuff.

B: Yeah. So [00:19:56] how much time....

H: I work very hard. If you know my personal Facebook page. I am extremely liberal and I post like that, like crazy. None of that gets into. Um. The only place it crawls in at times is with Betsy DeVoss, but other than that, I keep clear of politics.

B: Yeah, [00:20:26]

H: And it's not always easy. Every now and then something Creeps in and we just have to sort of calm it down.

B: Yeah, do you find that you go in and try and make comments or do you end up deleting?

H: A little bit. Not too much. But what's happened is. People that have been on the page, have a sense of what is appropriate and they don't want [00:20:56] this space changing.

B: Right.

H: It's got to be a safe place for librarians so they don't get intimidated because they have the wrong political bench.

B: Right right. So that's interesting. So you find that you are veteran members also help you in like keeping it in line to what the purpose should be?

H: Right because the culture is there.

B: Yeah. I love that. That's great

H: Culture, in any place. [00:21:26] Culture if you get.. develop the culture it will take care of itself. As long as you approve of the culture. My husband has often joked about New York City was settled as you may recall by the Dutch and the culture then was money because the Dutch was in the trading company. [00:21:57] For example, when the Duke of York from England sailed up the Hudson River and aimed his cannon on Manhattan.

B: Uh-huh.

H: The Burgers came out and said to him, wait a minute. You start shooting and you're going to ruin businesses. We will make you a deal. We can pay the taxes to England just as easily as he paid to the Netherlands.

B: Hmm.

H: Want to change the name? No problem. [00:22:30] New York was then and still is about money if you have it you're accepted.

B: Yeah

H: Culture started long ago.

B: Yeah.

H: It hasn't changed. Schools have a culture. It's very hard to fight it.

B: Yeah.

H: You have to work with that. I've been one of my books. I explained one my district the culture was education [00:23:00] is like medicine. You may you may have to take it but you don't have to like it.

B: Great.

H: It was all about cheap. In the twenty-two years that I was there, they voted down 20 budgets.

B: Uh. That's so hard.

H: When I would propose a project, it was all about how they were getting the biggest bang for their Buck.

B: Yeah

H: It got to the point that. We used to get served used to come in looseleaf and stuff [00:23:30] and I used to update it and all this stuff. And I had one of the business department teachers, one of them from the business department talking to her and saying well we can do without new textbook series as long as soldiers Library stays up to date.

B: Oh.

H: Do you know what I mean?

B: Yes. Yes, right? That will save them a lot of money.

H: I would save money.

B: Yup.

H: Every [00:24:00] student had access. They didn't have to buy it for every student.

B: Mmm Yeah.

H: When I move to another district whose culture was all about pride in its history. It was the first high school in the area to keep the kids from traveling for miles. It was the largest African-American Community with a stop on the Underground Railroad, you know, it was a cockpit of the Revolution. Very different [00:24:30] culture. So my projects were all framed and how this would build the heritage of the district as the leader.

B: Right? Right, and then they loved it.

H: But, it was the same project.

B: Yeah. Yeah. I know right.

H: It's how you frame it. You need to frame it in terms of the culture so you won't get hurt,

B: Right? And so you find that's what's happening in your online group. [00:25:00]

H: Yeah, it has its own culture and if you there any length of time, you can feel it.

B: Yea. I mean I only, I've been, what has it been, like two week since our workshop and already you can feel that it is a very safe place. People just throw out questions and everything is answered many times over.

H: Immensely and you know with all kinds of help and they share openly great stuff that other people would charge for.

B: Yes. Yes. I can definitely see it. Interesting.

H: This has been an incredible experience. I could not have predicted the way it would go. It reminds me sort of when Apple got started with its first iPod.

B: Uh-huh.

H: You know, it didn't know where it was going to go exactly. It knew it was good, but it took adding the mix of so many others [00:26:06] to really create it into something unbelievable.

B: Mmm-hmm.

H: This is what is happening here. I can't wait until we hit ten-thousand.

B: You're not that far away.

H: No.

B: Now, how much time do you spend in a week devoted to working on the on your community?

H: Well, I would say that I do about twenty minutes of work on most days. [00:26:36]

It doesn't take a whole lot, but it takes consistency that I'm pulling things out of different places to post them there and I also will tweet them out too. So it's not that I'm doing it exclusively there. I also tweet that information because it's also important for me professionally.

B: Yeah.

H: It's part of my brand of who I am.

B: Right, right.

B: So what, what do you supplement with? I saw that there's a Blog [00:27:06] for school librarians workshop. And there's the newsletter that could still be right, isn't it?

H: The newsletter is gone.

B: The newsletter is gone. Okay.

H: It's just a group.

B: It's just a group.

H: I have my publications. which are done now by ALA Editions.

B: Okay.

H: I and I also do presentations. Like you saw me do.

B: Right.

H: I have done keynote addresses for different states. I will be. I do. I don't think I've missed it in NJASL [00:27:36] conference in 30 years.

B: We were just there last year. I've gone for like eight years, but since I got my library science degree, but we presented last year a couple of times which was really fun.

H: I always do.

B: Yeah.

H: I have done it every year. And I think it's great when you present, but I have done it every year for about 30 years or more.

B: Wow. Wow.

H: Because you know [00:28:06] As I say this is who I am part of it is business.

B: Yeah.

H: The books make money. If I if I go to a conference in another state I'll get paid for it.

B: Right.

H: But when I do it in New Jersey conferences, you know and well the stuff a library link and NJ, you get paid for.

B: Yeah. Yeah.

H: But you know as a member of NJASL, as you know that you do volunteer work.

B: Right, right, [00:28:44]

H: But at the same time, it pushes people's awareness of who you are.

B: Uh-huh.

H: It builds recognition.

B: Right

H: So, it's all part of what you do. Um..

B: So and you use you said you use you tweet and use Facebook. um

H: I tweet. I don't do Instagram because what I do doesn't lend itself to pictures.

B: To the pictures, yea.

H: I'm not a big picture taker anyway. So, I basically, it's tweet. It's Twitter and Facebook. And I tweet under @hildakw [00:29:14] and the hashtags I use are #school librarians and #Schoollibrarians and #advocacy.

B: Okay. Oh good. Um. Let me see. I think we have.

H: Damian is now following me.

B: Who is?

H: And I'm following him.

B: Who are you following?

H: Damien

B: Oh, yeah, oh, that's good. That's good. Yeah, he's not. Um, I'm [00:29:44] from Hopeful Valley. So we were just the visitors there.

H: Yea but he's an awfully good administrative

B: He really, I was so impressed that he came and came to that whole meeting and really

H: Me too. I've been with too many administrators who were there for the greeting and disappear.

B: Yeah, like and he participated. He truly supported his Librarians. I thought that was great. I know yeah or notice our supervisor wasn't there but we're working on him. He let us go. So that's [00:30:14] one step in the right direction.

H: Yes, and you can see. Um. One of the things to know to do is to make your decisions about people based on their actions, not their words.

B: Uh-huh.

H: I don't know how many principals have said that the library was the heart of our school.

B: Right.

H: And they had no clue what that meant.

B: Right. Then cut it out.

H: Cut it out. You know, they don't do anything fo it.

B: I am very lucky. My principal is very very supportive, so

H: And, that's marvelous.

B: So yeah.

H: That's so vital in getting what you want. It makes it easier, you know all the time. You can get it from others, but it's uphill work.

B: Yes. Yes, definitely so I know I don't take that for granted at all.

H: Good.

B: I know I watch what other people go through and I'm like, you don't have to tell me twice. I'm very I... I'm I'm in love [00:31:21] so hopefully, you know, she stays in as principal and I stay as librarian for a long time.

H: Good

B: Just one more question for you. So if like where do you see this going? I know you said you could never have envisioned where it ended up now like if you think about it and five, ten years like what do you think it might look like.

H: I have no clue.

B: I know.

H: For many reasons. One, it does keep growing. Two, the landscape keeps changing.

B: Yea.

H: Is Facebook still going to be the platform it is in ten years?

B: Right. Right.

H: It's going to evolve in some way so it's my responsibility to a great extent to keep my eye out for what's happening and be ready to move when and if it does happen to wherever the heck it's going to end up.

B: And that's great, right. So you're. You're following. You are willing to modify in order to reach um, the people that you are serving.

H: You know, I always use business models for librarians in the blog's I do that's all I get a lot of information and then tweak it for how it applies to school libraries.

B: Mmm

H: And the businesses that don't adapt [00:32:52] to change, die.

B: Yeah

H: Think of Sears Roebuck

B: Right

H: They just can't make it. Librarians, I can remember with my co-author and I both used to go crazy we would be a conferences fifteen years ago more and um, we would talk to Librarians about being Advocates and doing certain things with the classroom teachers and the Elementary Librarians would just keep he's saying we're [00:33:22] part of the teachers' contract.

B: Mmm.

H: And I kept saying to them contracts change.

B: Yep.

H: And we didn't get heard and of course 2008 happened and suddenly they discovered. Yeah. I don't know what the heck the librarian does. What? Read to the kids.

B: Yup. Yea.

H: The teachers didn't know. And if your choice was as an administrator or a teacher, so what do you want to do? We have to cut someplace. If we cut a teacher, the class size is going to increase, so why don't we just cut the librarian.

B: Yup.

H: Nothing's gonna happen. We'll get some volunteers in there.

B: I almost didn't get my position here. It [00:34:07] was right around that time in the library. So it was like 2010 and um, the librarian here was retiring. I had just finished my Master's which my district had paid for and then they were like, you know what, we're going to pull we have four Elementary Schools. They're like we're going to pull the elementary school Librarian from there once a week... one week a month and have them fill the middle [00:34:37] school.

H: Oh, that sounds marvelous.

B: Right? Right? And it was that way they told me I didn't have the job in like December and it was that way until May. Until there was a core group of Elementary School parents who rallied and said my kid needs Library every week. Um and yeah, but it was it was so close it. I mean I would have had [00:35:07] my job. I had taught English here. So I would have had a job but not the job. I wanted yeah, yeah.

H: And if you don't know how to build advocacy that's what happens. And you don't build advocacy if you just stay inside your four walls.

B: Right. Oh. Or. Right. Or don't change with the times and show that you are relevant.

H: Right. Uh. You know and those are the things that I teach all the time as part of presentations different parts and all of that. I'm very fortunate in that my personal area of specialization is

leadership and advocacy because keeping up with technology when I'm no longer in the classroom, [00:35:50]

B: Right

H: Would be very very difficult.

B: Yes.

H: Human nature is human nature and the way things worked. That itself doesn't change.

B: Yeah. Yeah, that's true. Yup.

H: Do I stay relevant pretty much?

B: You? Yes. what you were given us was totally relevant and the fact that you're running this online community the way that you do makes it very relevant to us as well.

H: But, I learn from everybody. I think that's the other thing.[00:36:22] Librarians are always a role models for lifelong learning.

B: Hmm.

H: And it's so critical that you look, you have that you have a very broad perspective of where you're looking for more information because you can see where the change would change is coming sometimes if you're aware and areas that aren't education. It's also why I as a retiree [00:36:52] pay to, for my membership in ASCD, you know, the association?

B: Uh-huh.

H: Because I want there. I want to get their magazine educational EL, Educational Learning because this is what the administrators are looking at.

B: Right.

H: And I have to know the language and what is concerning the administrators because that's the connection. That's [00:37:22] how you speak to them.

B: Right? Right, and that's the only way you get anything done in the system. You need a systems view because you're not working in a vacuum.

H: No and using our own language always going to end up doing is talking to our talk.

B: Yeah. Yup. Now does Facebook offer you any kind of metrics that you can see? Like how many people are posting a [00:37:52] day or

H: I haven't seen any metrics from them offhand. I just got one from twitter actually.

B: Oh.

H: You know, it's the first time and how many people are you know, responding and the activity. Every now and then Facebook will tell me 1,900 people liked your post.

B: Okay. Yea. So you're just seeing like the same thing that we're seeing.

H: Uh-huh.

B: Yeah. Okay. I was just curious because I've never run a group.

H: It would be great if they did it. They could probably make money if they tried selling that [00:38:22] to people.

B: Yeah, sure.

H: I would be curious and I might you know, depending on how much they were charging, you know I might want to see that.

B: Right.

H: I would pay for it depending on the amount they were charging.

B: Right. Right. Because that would help you analyze who was posting and where.

H: Uh-huh.

B: Um. So you're like seeing more International people just because more of their posts are coming up.

H: It's not huge, but it's there. Every now and then. I've just been looking at it.

B: Right. That's from....

H: Every now and then I identify. I'm in librarian Australia. For us. We don't. And what's interesting, It must have been through that because a couple years ago an Australian, they do a free newsletter four times a year for Australians and they contacted me to write an article about

B: Oh, how cool is that

H: Ant therefore, the article was done for free.

B: But, you got your name out and your ideas [00:39:22] out in Australia.

H: Right! You get it. Um. You have to be ready to do that. And besides the matter, I love school librarians and although I like the idea of, you know, being able to make money, I am very much committed to the profession and seeing it thrive.

B: Yeah. Oh, yeah, we can that is that is obvious and all you do and say.

H: Yea, which is why it has become my brand.

B: Uh-huh.

H: I do things on branding. Your brand has to be recognizable to people. Even if they don't know the exact words for it. They know who I... Your brand is what people expect of you. People know what to expect of me.

B: Right. And that's how it gets spread around because someone starts talking about something else and they say, you know who would be really good for that? Hilda would be really good.

H: Right. It's exactly what happens.

B: Right which [00:40:32] is why you're not actively going out and recruiting members, but yet you have you know, almost 9,500.

H: Yea. By the way, here is an example that just happened recently. Uh, you may know that NJASL is in a partnership with SOJ. They're doing a two-day, um, they're calling it a basecamp at Rutgers

B: What's SOJ?

H: Leadership and Diversity

B: Okay. [00:41:02]

H: You should be getting the publicity on it soon.

B: Okay.

H: Um. and it's in May. The first weekend in May. It's Friday and Saturday. Friday is leadership and Saturday's diversity and they needed presenters. I got a email from them my name he came up would I be willing to present?

B: Hmm. Right.

H: That's what happens.

B: Yes.

H: When someone says leadership, people will think me.

B: That's great. That's great. I'm sure that has taken a lot [00:41:32] of time and effort to get to that point.

H: It's a career, but you know, this is for me. It's a career. It's a passion. It's who I am.

B: Yeah, and it's very evident and that genuine attitude and your motivation come through.

H: Yup! Okay.

B: [00:42:02] Well, I so appreciate the time that you've spent with me and all the information and advice. This will serve us well for our paper and and I..

H: I'm wishing you well on the paper and if you have any more questions as the paper evolves, let me know.

B: Oh I certainly will and I just really I appreciate you taking the time and and giving me all that advice because it'll serve well for paper and for our future careers as we as we head [00:42:32] off.

H: I am glad that you're enjoying the School Librarians Workshop Facebook group.

B: I really am because I've been on others, but I'm really liking how active and relevant it is.

H: Well, I have a course, by the way, that I teach the foundation and as part of the course, one of the papers they do, they had to join LM_net for, I think a month and then follow one or two thread and report what did they learn. They get an idea of how some of these PLNs work.

B: Right.

H: Well, my department chair said, you know you can also tell them they can join your Facebook group.

B: Uh-huh

H: And you know because there are plenty of threads to follow on that. And so I've offered that and every year some fall in love with LM_net.

B: Uh-huh.

H: An awful lot of awful lot of them say, they find LM_net even with the digest too darn much. And they start settling into the School Librarians Workshop and they love it.

B: Yeah. It's great. It's great. So, yeah, you've made an a great [00:43:42] community and I hope you continue.

H: Plan on it for as long as I'm around anyway.

B: Alright. Well good luck with that and thank you again for taking the time

H: You're welcome Barbara.

B: And I will definitely reach out to you if I have any more questions, but I'll be I'll be following you on Facebook.

H: Okay, take care.

B: You too. Bye Bye now.

APPENDIX B

Screenshots From The School Librarian's Workshop Community on Facebook



Figure 1. This is an example of a post from a member that shared resources in TSLW.

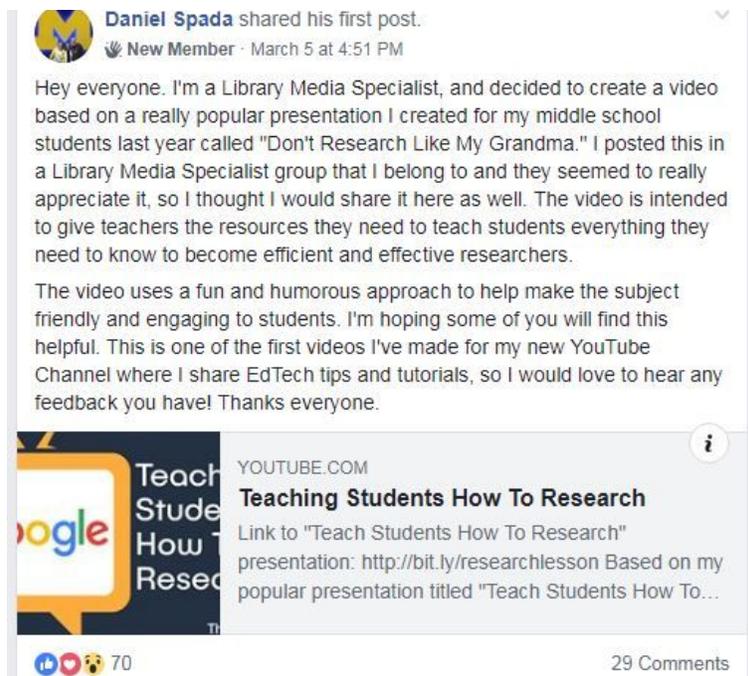


Figure 2. This is another example of a post from a member that shared resources in TSLW.



Figure 3. This is an example of Weisburg’s supportive response and content in TSLW community.



Figure 4. This is a screenshot of Weisburg’s copyright discussion in TSLW community.

Hilda K. Weisburg Admin · February 25 at 4:36 PM

Update on copyright and the principal reading bedtime stories. It is an infringement of copyright. The best course of action is getting permission which is time-consuming but needed. Alternatively, read what is in the public domain But it can't be just the story is in the public domain if you are using a contemporary picture book of the story. Disappointing, but we need to uphold the law.

40 29 Comments 1 Share

Like Comment

Tammi Truax Thank you for checking into that for us.
Like · Reply · 6d 2

Ali B McNally Hi, please could I get the context for this. Is it the fact that it's a Principal/Headteacher reading that is problematic? Or is there a recording element which is changing things?
Like · Reply · 6d 1

Tally Louisa Mae Song Ali B McNally I would venture to say it's the format- which goes beyond reading to a set number of kids one time (example- reading to a class room in person) and it can be replayed multiple times by many. Could be wrong but thats my interpretation.
Like · Reply · 6d · Edited

Figure 5. This is a screenshot of the continued copyright conversation in TSLW community.

Bethany Oyster Villaverde Our district lawyers said the exact same thing
Like · Reply · 6d · Edited

Ruth Quiles For those asking for resources to help communicate this point to others, Purdue University's Copyright Office has this succinct summary. Spoiler: fees range from \$200 - \$150,000.
<https://www.lib.purdue.edu/.../CopyrightBa.../penalties.html>

LIB.PURDUE.EDU
Copyright Infringement Penalties

Like · Reply · 6d 2

Julie Testa Storyline Online has some great read-alouds which are all publisher approved.
Like · Reply · 6d 4

Hilda K. Weisburg Julie Testa Thanks for this info.
Like · Reply · 6d

Figure 6. This is a screenshot of continued conversation in TSLW community related to copyright.