

FINAL DELIVERABLE

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Instructor	Dr. Heidi Lung
Community Partners	Kendall Young Library staff, Webster City

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MUSM:3125 DIGITAL ENGAGEMENT PROJECT

**DIGITAL ENGAGEMENT PROJECT
DEVELOPED FOR THE
KENDALL YOUNG LIBRARY / WEBSTER CITY, IOWA
BY STUDENTS IN
THE UNIVERSITY OF IOWA
MUSEUMS IN A DIGITAL WORLD COURSE**

IN COLLABORATION WITH
THE IOWA INITIATIVE FOR SUSTAINABLE COMMUNITIES &
THE UIOWA MUSEUM STUDIES PROGRAM



Summary of Contents

- Introduction 3**
- Project Purpose 3**
- Project Overview & Description 3**
- Project Learning Goals 3**
- Deliverables 4**
- Project Timeline and Schedule..... 4**
 - Phase 1: Introduction, Site Visit & Group Assignments 4
 - Phase 2: Interpretive Plan Preliminary Draft..... 4
 - Phase 3: Development of Interpretive Content..... 5
 - Phase 4: Presentation via Website 5
 - Phase 5: Individual Project Reflection..... 5
- Team Presentation Websites 6**
- Team Interpretive Plans 6**
- Team Deliverables 6**
 - Team 1: Digital Engagements..... 6
 - Team 2: Digital Engagements..... 7
 - Team 3: Digital Engagements..... 8
 - Team 4: Digital Engagements..... 8
 - Team 5: Digital Engagements..... 9
- Project Reflections 10**
- Acknowledgements..... 11**
- Appendix I: Responses from Kendal Young Library Director to Student Informational Questions..... 12**
- Appendix II: Example of an Interpretive Plan developed by Team 1..... 15**

Introduction

This report includes a summary and description of the *Museums in a Digital World* semester long project in collaboration with the Kendall Young Library and with the support of the Iowa Initiative for Sustainable Communities. Student teams presented their work including interpretive plans and digital engagements via professional presentation websites. Links to the websites can be accessed in this report along with a description of the semester long learning process and short summaries of students' unique approach to the assignment and final deliverables. These websites can be accessed by all students, instructors, and community and campus collaborators.

Project Purpose

With the support of the Iowa Initiative for Sustainable Communities, this assignment engaged Museum Studies students in the development of an interpretive plan and social media engagements for a community museum. The goal of this experience was to provide students with an opportunity to apply course content in a professional learning experience while simultaneously providing expertise and resources to a community organization. The benefits of a project like this also include educating all parties in sustainable practices while enhancing teaching and learning.

Project Overview & Description

Over the course of the semester, students participating in the online course *Museums in a Digital World* were introduced to a variety digital and online engagement strategies intended to expand access and enhance museum visitor/patron experiences. This collaborative project asked students to develop an **interpretive plan** that considers the needs of the community audience with a focus on developing an awareness of the unique art collections and archives at the Kendall Young Library in Webster City. Using the interpretive plan as a foundation, student groups next created a variety of **digital engagements** to be shared via social media and the Kendall Young Library website aimed at engaging community audiences with the library's historical significance, special collections, and architectural beauty.

Students were split into five teams at the beginning of the semester. Most students had never created such documents or engagements and examples and cases were provided as a template to guide students over the course of the semester. Student teams addressed the Library's mission, vision, audience, and current communication strategies as they developed their plans. Once completed, the plans were used as rationale for the development of digital interpretive content. Acting as professional consultants, student teams were guided throughout the development process as they incorporated feedback from library staff and the course instructor into their products.

Project Learning Goals

This assignment integrated digital strategies in relation to themes of collections management, audience engagement, and social media. It provided students the opportunity to explore a full range of digital approaches and tools, while also gaining experience in research, communication, and collaboration.

By completing this assignment, students had the opportunity to learn and practice skills such as:

- Developing an interpretive plan that holistically informs each content initiative and communication;
- Researching digital strategies in the field while collecting both quantitative and qualitative data;
- Constructing a presentation using digital tools and multimedia text for a real-world set of contexts;

- Engaging in an effective collaborative process including working as a team and partnering with a community museum/organization;
- Using written and spoken communication skills to present ideas clearly and accurately.

Deliverables

Students were given some space in the types of digital engagements, which led to a wide range of engagements developed. Proposed activities could include the development of:

- An interpretive plan that aligns with the library's mission and engagement goals and focuses on digital modes of delivery;
- Blogs or short written pieces about the special collections that could be shared on the library website and/or Facebook;
- "Fun Fact" curatorial posts for Twitter that include images of objects from the many special collections (including the two Pulitzer Prize winning authors, MacKinlay Kantor and Clark Mollenhoff, general library history, and the building's architecture);
- Short and engaging special collection-based videos (using VoiceThread or the library's YouTube channel);
- Online/virtual games (digital scavenger hunt) to engage a wide range of ages/interest levels.

Project Timeline and Schedule

Phase 1: Introduction, Site Visit & Group Assignments

A site visit to the Kendal Young Library took place on **September 28, 2018**. Due to the fact the MUSM:3125 is an online course and does not meet in person, not all students were able to attend the site visit. Those who were able to attend were guided on a tour of the library by the Director, Ketta Lubberstedt-Arjes. Students were able to see the special collections and ask questions. Students additionally developed a list of questions aimed at understanding the collections, audience, and library which was submitted to the Director (see responses in the appendix I of this document). This allowed all students to have access to library histories and community data that was then use to develop the deliverables.

After the site meeting with project stakeholders, five student project teams were developed. It was optimal that each team had at least one person who was able to attend the site visit in person. The first assignment was to develop a **Team/Group Collaboration Agreement** that delineated communication strategies and the role and duties of each team member.

Phase 2: Interpretive Plan Preliminary Draft

Most students had no prior experience developing an interpretive plan prior to this class. A good interpretive plan offers key concepts and a structure for visitor engagements. Each team was required to develop an interpretive plan that would be the foundation for the development of digital engagements. After a first draft was submitted, each team was provided significant feedback from the instructor. The plans included the following components:

- *Abstract Overview*: Scope, and significance statements describing the national, state, and/or local relevance of the site and its collections.
- *Interpretive Themes*: A central idea and related ideas that identify and organize the site's most important stories.
- *Interpretive Goals*: Objectives and visitor outcomes statements of intent for the site relative to the interpretive themes. Visitor experience objectives outlining the ways various audiences will connect with the stories and resources of the site.

- *Interpretive Method*: The physical and virtual means by which visitors will encounter the interpretive themes and connect with the stories and resources of the site. This includes online exhibitions, digital interpretation, games, or any other way content is communicated.
- *Assessment*: How do we know the interpretive approaches were successful? Developing an evaluation plan and tools that measure if the interpretive content meets its visitor experience goals.

Phase 3: Development of Interpretive Content

Once each team received feedback on the interpretive plans, they could move forward with the development of specific digital engagements based on the needs of the community partner and the interest of the student group. Drafts of the content were shared with the instructor for feedback and guidance throughout the semester.

Phase 4: Presentation via Website

Each team developed a website to be shared with the Kendall Young Library and the IISC that presented both the interpretive plans and digital content. These sites were also used to share the project with classmates via a Discussion Board.

Phase 5: Individual Project Reflection

Each student took time at the end of the semester to write a reflection of the project. These reflections provided an opportunity for the student to reflect on what was learned over the course of the semester. In addition, the reflections are used by the instructor to inform future projects.

Team Presentation Websites

Each of the five teams developed a website that presented a project overview, a team introduction, the final interpretive plan, and the final five digital engagements. You can access the links below to see each team's presentation website and its contents.

Team 1: <https://kylinterpretiveplan.weebly.com>

Team 2: <https://sites.google.com/view/kylprojectsite-vongries-mas>

Team 3: <https://sites.google.com/view/team3kylinterpretativeplan/home>

Team 4: <https://sites.google.com/view/team4digitalplan/home>

Team 5: <https://sites.google.com/view/team5digitalmuseums-kyl/home>

Team Interpretive Plans

All five groups developed separate interpretive plans that focused on specific themes and audiences for their unique project. Interpretive plans can be accessed via the presentation websites above. Posted in the appendix of this report is an example of a MUSM:3125 class interpretive plan. This plan was developed by Team 1 in preparation for the development of digital engagements and is an example of student work that exceeded course requirements.

Team Deliverables

Each team was required to develop five separate digital engagements that aligned with the library's institutional mission and engagement goals. Digital engagements highlighted library history and special collections and took the form of social media posts, digital scavenger hunts, scripts for short videos, and website enhancements. This section presents a list of each team's unique digital engagements. These engagements can be accessed through presentation websites links.

Team 1: Digital Engagements

Note: examples of all Team 1 engagements can be viewed in full at the Team 1 presentation website at <https://kylinterpretiveplan.weebly.com/digital-content.html>

1. *Facebook Post Template and 10 Sample Posts:* To better promote the resources and events available at The Kendall Young Library, Facebook could be used weekly to engage the community. The posts promote a wide variety of content while also seeking online engagement from its viewers. Consistency in the social media posts is key so that it communicates regularly with its audience. In addition to sample posts, a template for creating future posts has been developed.

2. *Community Spotlight Blog Posts:* This digital piece spotlights the various successful ways that the library impacts its greater Webster City community promoting positive interactions with a monthly blog post. By partnering with schools, the library encourages middle and high school students to create content for each blog post. The blog features a different community member each month and their connection to the library and community. Some examples might include:

- A local teacher and a book that they read to their class as inspiration for a class art project;
- A high school student who used the city historical records to learn about her family history;
- A community family and their engagement in library programming.

Deliverables for this activity include a lesson plan to be used by local teachers, a template for nominations, and a template for the written blog post.

3. *QR Code Fun Facts*: To promote engagement in the library, QR codes can be used to provide fun facts about the history while also engaging patrons in the use of the library space and the surrounding community of Webster City. QR stands for Quick Response and generally provides information about the item that it is attached to. With correct placement of signs and associated fun facts, the library's community can actively engage with its historical significance and special collections in addition to its architectural beauty via QR codes and the use of their mobile devices.

4. *National Book Month Twitter Posts*: This product looks to engage young teens in a series of simple Twitter Posts. We suggest that the best use of these posts would be through a themed month, such as National Book Month. Then over the month, we suggest at least one tweet a week that engages the public. These engagements can be in the form of inviting patrons to the library to participate in reading activities or picking out a new book, giving facts about notable members of the community, or a poll asking them about their favorite book. These engagements let the community engage physically, mentally, and virtually with the Kendall Young Library.

5. *Architectural ThingLinks*: ThingLink is an app geared towards digital education that is free to use and designed to digitally annotate an image to help make visual information more engaging. One can upload an image or video, add "tags" with additional information, embedded links, videos, etc. With a building that was initially finished in 1905 and later expanded in the 1990s, the Kendall Young Library has an interesting architectural history and features that otherwise might go unnoticed, particularly by those who don't or can't visit themselves. These ThingLink engagements have been designed as examples of ways the library can better visually share their beautiful building and its features with an online audience easily using Facebook or Twitter either as an embedded image or as a direct link. You can access the Team 1 ThingLinks via the following links:

- Kendall Young Library's Glass Dome: <https://www.thinglink.com/scene/1120939605021949957>
- The Venus de Milo replica: <https://www.thinglink.com/scene/1121148489959473157>
- The West Entrance: <https://www.thinglink.com/scene/1120937631937462277>
- Marble Pillars: <https://www.thinglink.com/scene/1127452499389710338>
- Cartouche: <https://www.thinglink.com/scene/1127666653752983554>

Team 2: Digital Engagements

Note: examples of all Team 2 engagements can be viewed in full at the Team 2 presentation website at <https://sites.google.com/view/kylprojectsite-vongries-mas>

1. *Van Ness and St. Leger Eberle Collection ThingLinks*: Team 2 members developed two ThingLinks using images of the Osage vest and Bubble Blower sculpture from the KYL collections. These were selected due to the fact there is little information about the Native objects from the Van Ness KYL collection as well as St. Leger Eberle's sculptures available to the library's visitors. The vest is placed in a display case with many other Native objects and no supplementary information about the objects, which diminishes the significance and unique quality of the vest. This lack of context also makes it appear as if the vest (and other Native objects) are from Webster City. Additionally, the lack of context makes it appear as if the vest is an accurate representation of what Native art is today and does not recognize Native artists who produce "fine arts." Both of these narratives are incorrect and should not be perpetuated throughout Webster City. The Osage Vest ThingLink interpretive engagement activity will not only bring attention to this significant piece of history while adding educational value, but it provides a more accurate context for its interpretation. Additionally, the ThingLink for Abastenia St. Leger Eberle's *Bubble Blower* helps provide context for her sculptures, which are also displayed without any supplementary information in KYL. St. Leger Eberle was a prolific artist who used her art as social commentary, an important fact not emphasized in the library. You can access the Team 2 ThingLinks via the following links:

- The Osage Vest: <https://www.thinglink.com/scene/1113640142532247555>

- Abastenia St. Leger Eberle's *Bubble Blower*: <https://www.thinglink.com/scene/1114220248669618179>

2. *VoiceThreads*: Team 2 created two VoiceThreads that relate to the ThingLinks above. One VoiceThread covers Abastenia St. Leger Eberle and relates to the ThingLink about her *Bubble Blower* sculpture. The other is about the history and provenance of the Van Ness Collection and relates to the Osage vest ThingLink. For this digital engagement activity, we created PowerPoints on two of the five collections displayed at the library. These PowerPoints were uploaded into VoiceThreads, and additional audio and textual comments were placed on the slides to make the presentations more engaging than simple PowerPoints are. By using VoiceThread, visitors will be able to learn quick facts and see images that go along with the narrative. It's a more fun way to learn than a standard PowerPoint slideshow.

3. *#LearningAtLibraries Twitter Hashtag and Posts*: This digital initiative has the potential to share information about libraries across Iowa with KYL patrons. We know that the Kendall Young Library is our main priority but incorporating other libraries across the state of Iowa might increase visitors to those libraries. Visitors can engage with the #LearningAtLibraries hashtag for a variety of reasons. These short microblog posts can inform visitors of surrounding libraries around the state of Iowa. Examples of the posts can be accessed through the Team 2 presentation website.

4. *Scavenger Hunts*: Four different objects within KYL's collections were used to create clues for multiple "scavenger hunts." The objects include a Southern Plains cradleboard doll, the #37 nun doll, the portrait of Kendall Young, and a "Mother and Child" sculpture by St. Leger Eberle. The scavenger hunts encourage visitors to look a bit more closely at the different objects when visiting the museum and will raise awareness of the significance of objects within KYL's collections. A clue for each object could be posted at the end of the week on KYL's Facebook and/or Twitter accounts. At the end of the month, the first person to take a picture of the object at KYL could win a prize.

5. *Digital Engagement Survey*: In order to evaluate that effectiveness and engagement of the visitor experiences Team 2 developed a survey asking a range of questions about patron experiences.

Team 3: Digital Engagements

Note: examples of all Team 3 engagements can be viewed in full at the Team 3 presentation website at <https://sites.google.com/view/team3kylinterpretativeplan/digital-content/thinglink?authuser=0>

1. *Abastenia St. Leger Eberle ThingLink*: You can access the Team 3 Thinglink via the following link: <https://www.thinglink.com/scene/1117588553572810753>

2. *Social Media Image Posts*: These posts can be used on a variety of social media platforms to engage patrons.

3. *Kendall Young Library Digital Scavenger Hunt using GoogleForms*

4. *KYL Historical Fun Facts*

Team 4: Digital Engagements

Note: examples of all Team 4 engagements can be viewed in full at the Team 4 presentation website at <https://sites.google.com/view/team4digitalplan/home>

1. *Digitization of the Abastenia St. Leger Eberle collection*: Looking through the art collection of Abastenia St. Leger Eberle, housed at the Kendall Young Library, our group believes that her sculptural works should be digitized, and made available for the Webster City community and the public. Here are

some potential ideas to consider. Several of these options could be facilitated with a student intern, volunteer, or a temporarily funded position made possible by a grant or fellowship.

- *1.a. Remake Program:* This program is 3D modeling software that can be used to model the twenty-one currently on display sculptures, as well as the one which is stored in the office, for observation. The process includes uploading of a series of high-resolution images, to the program, which then develops a 3D model which can be manipulated and enhanced. The optimal use for this program would be to both save these files to both a database/archive and then, when time permits, display them on their webpage so scholars and the community can freely access them.
- *1.b. Archival Sculpture Directory Program:* The idea behind this program is to create a database, which can be added to with photographs and information as it comes in from the public. This can be expedited by larger exposure of Eberle's art, and history, through larger digitization and public outreach programs.
- *1.c. Mapping Plan:* The Kendall Young Library can use interactive map programs such as ArcGis and StoryMaps to map where the known sculptures are located, be them in museums, or generally in private collections. These tools are versatile and can be easily updated if more information is revealed about the sculptures. This program should be largely supplemented by research, as well as the proposed directory program for optimal use by the Kendall Young, Webster City community, as well as the larger public.

2. *Social Media Trivia Posts:* This program utilizes existing Kendall Young Library social media accounts like Facebook and Twitter, along with extensive research, to create a rotating list of interesting trivia, and perhaps even images and media regarding Eberle's life, family, artistic endeavors, as well as the sculptural works themselves to be made available to the public. This would enhance community knowledge, as well as perhaps wider public knowledge about St. Eberle, her work, and her significance to Webster City and the American and International art world. Content itself will be generally basic informational facts like "Did you know there are twenty-one of Eberle's sculptures in the Kendall Young Library?" The Factoids and Trivia program can include polls to incite discussion and personal anecdotes from viewers. With poll questions like "What is your favorite Abastenia St. Eberle sculpture and Why?"

3. *Abastenia St. Leger Eberle Blog:* A few short Facebook blogs can present more information about Eberle as well as details regarding certain pieces of her sculpture work and what they represent.

4. *Abastenia St. Leger Eberle ThingLinks*

Team 5: Digital Engagements

Note: examples of all Team 5 engagements can be viewed in full at the Team 5 presentation website at <https://sites.google.com/view/team5digitalmuseums-kyl/home>

1. *KYL Introduction Video:* An introductory video is a very helpful tool and can help orient visitors to the many resources, collections, and offerings. VoiceThread was the tool used. Guidelines and a script was developed for the video. This video can be placed on the library's website and on social media platforms.

2. *Social Media Plan:* After reviewing the KYL's current social media platforms and usage, Team 5 came up with a social media plan to enhance engagement with Webster City audiences. Recommendations include improvements that could be made to existing platforms like Facebook and Instagram, as well as an outline for a new Twitter page. The focus was on increasing engagement with audiences between the ages of 13 and 18, as the Library stated that this age group was difficult to reach.

3. *Scavenger Hunts*: Online scavenger hunts are beneficial because they are not only entertaining, but encourage visitors to explore the library building and the collections within. Online scavenger hunts are also multi-purposeful, as they can be shared on social media and generate traffic on various KYL platforms. Google Forms is a digital scavenger hunt; anyone with access to the internet and a computer, tablet, or mobile phone can participate.
4. *Website Analysis*: One of the main ideas of the *Museums in a Digital World* course is the importance for websites to be informative, user friendly, and emotionally appealing to online visitors. With this mind, Team 5 developed a brief analysis of the Kendall Young Library's website. To present our findings, we have compiled a list of the website's strengths and a list of our main recommendations.
5. *Summative Digital Engagement Survey*: The purpose of these survey questions are for the library staff to gauge visitors' overall satisfaction with our digital initiatives.

Project Reflections

Teams were asked to reflect on the project and these statements can be viewed in full via team presentation web sites. Most mentioned growth in the areas of content understanding and collaboration. Team 3 reflection is presented here:

“Through creating these digital initiatives for the Kendall Young Library, our group learned the importance of collaboration and communication. Early on into the process, our team realized that in order to be successful, we had to delegate responsibilities for different tasks to each other. We assigned ourselves different roles within the group to ensure that each member was responsible for what they were best suited for. This course of action was helpful because instead of one person having to be responsible for everything, it allowed each student to take ownership of their own learning and learn how to be an effective team member.

This project also taught us the importance of creating a strong communications plan. Throughout this process, we had to regularly communicate with each other. Between our busy schedules and some members living outside of the state, communication was sometimes difficult. Despite these challenges, we were able to use technology, namely email, text messages, video calling, and discussion boards, to foster a collaborative work experience.

Additionally, creating digital engagement initiatives taught us how much research and revision goes into creating online tools. To create our deliverables for the KYL, we had to research multiple exhibits within the library, study the building layout, determine the library's target audience, consider how we wanted visitors to interact with the digital tools, etc. This project involved thinking of a product, weighing the pros and cons, re-tooling it, and creating a finalized version of it. Through this process, we learned that creating digital initiatives, like all other research projects, takes time, creativity, and lots of research and revision.

Finally, this project taught us the value of collaborating within one's community. With the support of the Kendall Young Library and the University of Iowa Initiative for Sustainable Communities program, we were able to learn how digital strategies are created and implemented in real world institutions. This experience allowed us the opportunity to gain practical skills that will aid us in our future careers. For this, we are truly grateful.”

Acknowledgements

Each team took time to acknowledge the support from our project collaborators including the staff at the Kendall Young Library and the Iowa Initiative for Sustainable Communities. Without the support and effort of the afore-mentioned, this project would not have been successful. Thank you for greatly contributing to our learning.

Appendix I: Responses from Kendal Young Library Director to Student Informational Questions

+Question responses from Director, Ketta Lubberstedt-Arjes in italics

1. What do you want visitors to take away from their library experience? – *a positive experience. I want our visitors to be in awe.*
2. Should this takeaway be the same or not, for onsite as well as online visitors? – *Ideally, yes*
3. What kinds of accessibility issues would you like to be addressed in this project? *I'm not sure*
4. Are there any specific accessibility concerns we should focus on? – *I'm not sure*

Digitization

1. What parts of your collection are digitized? -- *Daily Freeman Journal (<http://hamiltoncounty.advantage-preservation.com/>). We have also digitized a collection of photos that are currently on a hard drive.*
2. Do you have a process or plan for digitization? -- *We are also working with Lindsay Mattock in the School of Library and Information Science to start digitizing our genealogy/local history collection.*
3. How far along are you in the process? -- *Lindsay and her class have a sample of our materials, and they have started the process.*
4. How do you get the word out about the digital collections? – *Social media, newspaper, newsletters*
5. Do you have any other collections you are in the process of digitizing or wish to digitize? *We would like our photos, local history memorabilia and our "citizen's cards" digitalized. Lindsay currently has 150 "citizen cards," but we probably have 1000s of them. (See below – a photo of a citizen card.)*
6. What audience are the digital archives most gear to or who do you intend to reach? -- *Everyone! We have genealogist who use our collection all the time. We also work with our school system, and we demonstrate the newspaper archives to their students. We also have professors/researchers, businesses, national reporters, and the general public uses our newspaper archive.*
7. How many more newspapers you have in your archives that need to be digitized? -- *We are current with the Daily Freeman Journal. We have an agreement with the paper; we cannot use the last 4-5 years on our archive. In 2019, we will add 2015 to the archive. We have a couple more bound newspapers that we just donated to the library. They have not been microfilmed or digitalized.*

Archives

1. What is KY Library's relationship to the City Archives? Are the archives onsite? Are these archives digitized/accessible at the library? How often/ do you have a member of staff that communicates with the city/county archivist? – *I am not sure what you mean by City Archives. We are the primary location for the Webster City/Hamilton County history and memorabilia. The Hamilton County Historical Society was disbanded several years ago. The Wilson Brewer Historic Park which contains a museum which contains some local history. It is currently staffed by volunteers and is currently going through a restoration and preservation effort led by the Wilson Brewer Park Foundation Board. I am currently on the Wilson Brewer Park Foundation Board.*

Fundraising and Development

1. What kinds of fundraising initiatives do you do? -- *We send an appeal letter every year. Last year we received almost \$50,000. We also received memorials and private donations throughout the year.*

Social Media Management

1. What is your social media communications plan? – *Unfortunately, we do not have a social media policy. It is on my to-do list. We currently use Facebook and Instagram on a regular basis. We also have Twitter, Snapchat, YouTube and Pinterest accounts.*

2. Who manages social media? Is it one person or a team of folks? *We have several staff members who manage our social media accounts. My teen librarian, a part time staff member, and myself regular post items.*
3. Do you have any protocol or procedures for vetting posts or content shared on different platforms? – *No, we do not.*
4. How do you use each of the different platforms (Facebook, YouTube, Pinterest, Twitter, instagram)? *** Facebook – events, photos, cute quotes & images, messaging ** Instagram – slides of upcoming programs, photos of our programs, staff being cute (or silly), patron. We have not posted a lot on YouTube, Pinterest, and Twitter lately.*
5. Which social media platforms would you most want to be utilized in this project? – *Facebook and Instagram*
6. Are there any platforms you have considered using that you currently do not? – *No*
7. Is there any interest in adding to/changing the library's current approach to social media? (There isn't an immediate link on the website to the library's Instagram account and I'm curious about the choice to highlight Pinterest or YouTube over Instagram, which is more frequently updated.) – *Definitely. We are aware that Instagram is not on our website. Our web page desperately needs an upgrade. We are impatiently waiting for our vendor, The Library Corporation, to release their upgrade. In terms of social media, I just wish we had more time to post items.*

Audience

1. What are the annual statistics about your community's lending behavior? Do you have information about your general readership/checkout patterns? What percentages can you provide about your demographics in terms of age/ other factors? -- *See the Annual Report.*
2. Do you (and how) do you track demographics of your audience? -- *We need to get better at this. We follow how many city, rural and Iowa residents check out materials.*
3. How do you reach out to varied audiences? -- *Facebook, participating community activities, speaking with community organizations, partnerships with the school systems, advertisement,*
4. Are there any audiences you would like to engage that you currently do not? - *Young adults between 19-30*
5. What audiences would you like to engage for this project? – *all ages*
6. What are your future plans for engaging teen audiences? Have you (or would you consider) utilizing a teen or teen advisory committee for this purpose? – *The Teen Librarian and I are constantly looking for ways to engage the teens. It is a tough group to reach, because they are so busy with school, work and sports.*
7. Based on your current social media use, do you find one platform to be most successful? If so, how do you measure that success? - *We have the best luck with FB and Instagram*
8. My question is, how has the library responded to these recent changes in the Webster City community population and diversity? Does the library have any specific plans or goals that address these changes, for example providing resources or educational opportunities for community members who speak languages other than English? – *We have been slowly adding Spanish language materials to our collection. We are also hoping to have a bilingual story time starting soon.*

Resources

1. Do you provide resource in multiple languages? – *Spanish materials*

Programming

1. Have you considered an online tour or game feature? – *No*
2. You also list several community events aimed at adults, specifically your Adult Movie program, your DIY Club, and your Noon Book Discussion. What is the attendance like at these events? Are these films/books selected by the community or by a Board? How often are these events

cancelled due to poor attendance? – *They vary. Our adult programs vary from 5 to 30+ depending on the book, craft and book. Staff members select the movies and books. We rarely cancel programs due to poor attendance.*

Website

1. How much of a priority is keeping up the website, and do you monitor how much it gets used? – *We are only doing very basic maintenance due to staff constraints.*
2. How popular are the eMaterials (like the ebooks and emagazines) and how does it compare to the overall usership of library resources? – *eBooks are popular, but print definitely checks out more. Circulation on magazines are just ok. Nothing great.*
3. Have you considered adjusting the website so it is mobile viewer friendly? – *We have no control over it. It is provided through our automation system.*

Collections

1. How much contextual information you have to go along with the Native American artifacts? – *we only have the basic information on it.*
2. In regards to your collections of non-book items (such as your Native American art and dolls collections), do you have detailed research on some or all of the objects? – *We have scrapbooks and notes that contain some information on the collections.*
If you do, why did you choose to exclude some of that information from your website? *There is not enough staff time to include a lot information about these collections on our web page.*
Are there certain Native groups local to your area that could assess the Native objects? - *No*
Have you ever considered giving the special collections their own page on the KYL website? -- *There is not enough staff time to include a lot information about these collections on our web page.*
Is there any interest in using current social media platforms to feature items from the special collections? – *yes, I have posted some things on Instagram when time allows*
3. Has the library approached/been approached by the community's Diversity Taskforce to look at how the special collections might be utilized or added to in order to better serve the community? – *No*
4. Is there a collections department that is separate from the librarians? If so, How is the collections department staffed? How do tasks differ among staff members? – *This is correctly my job. The library did not fill my position when I was promoted to the library director.*
5. Are collections managed digitally? *How could the management of collections at KYL be further digitized, if at all?* – *newspaper and some photos*
6. Have you considered advertising or promoting your special collections through social media? I can imagine short videos with interviews from staff speaking about the objects and importance they hold would help increase use and visitation to this important resource within the library. *No*
7. In 2011 Electrolux and other major businesses fell apart it had an adverse effect on Webster city as a whole. Were your outreach strategies, library policies, and digitization efforts significantly altered during this time period? Did you find new ways to make the library successful or did you conserve resources and wait until new partners such as H.E.R.O and prestige farms come into play? – *I don't think we did anything special when Electrolux closed. We did increase our DVD collections since we lost our video rental places. We are constantly working on outreach, policies, etc.*
8. I was looking on the homepage and saw that the library has four main collections. How did these collections come about? How did you acquire them? Is there a collection that is your most prominent one out of the four? Does your library want more focus on one exhibit/collection than another? -- *The four collections were donated a long time ago through private donations. Each collection is important to us, but we don't have a prominent one.*

Appendix II: Example of an Interpretive Plan developed by Team 1

The Kendall Young Library Interpretive Plan: Digital Interpretation, Digital Platforms and Social Media

Jennifer Banks
Melissa Airy
Emily Anderson
Anthony Forchetti
David Galloway

I Introduction

Our client is the Kendall Young Library, located in Webster City, Iowa. The library serves the community by addressing educational and recreational needs. These core goals and values are expressed in the library's mission statement:

“In accordance with Kendall Young’s wishes expressed in his will (Provision 10), its (Kendall Young Library’s) purpose to provide “such books and reading matter as shall be helpful and instructive to the mass of the people of the city.” The library strives to:

- *Provide information on current topics*
- *Provide recent titles for recreational reading*
- *Answer reference questions on topics related to work, school and personal life*
- *Encourage lifelong learning by providing development opportunities for all ages, from toddlers to senior citizens*
- *Facilitate learning through the use of multiple formats and new technologies*
- *Facilitate research in family and local history” (Kendall Young Library)*

Because of its important role in the community, the Kendall Young Library wishes to expand its available resources and digital experience for its visitors and the community of Webster City. The Kendall Young Library will achieve this goal with the collaboration of students from the University of Iowa Museum Studies Department and the Iowa Initiative for Sustainable Communities.

The Iowa Initiative for Sustainable Communities (IISC) is a program out of the University of Iowa, that was created in 2009. The primary goals for the program is to create learning engagements through partnerships with University of Iowa students and communities across Iowa. These programs focus on creating sustainable futures for the communities of Iowa (Iowa Initiative for Sustainable Communities website).

At the heart of this interpretive plan is the desire to develop a more interactive experience for the KYL community. Our team intentionally selected five digital strategies that introduce community

audiences to local history and through engagements with the Kendall Young Library and its special collections.

Our team created five goals to accomplish through the creation of our digital engagement strategies. These goals were chosen in accordance with the mission of the Kendall Young Library and the Iowa Initiative for Sustainable Communities. Our goals are as follows:

- 1) Foster a connection between the community of Webster City and the town's history through multiple formats and new technologies
- 2) Construct a sustainable social media template that can be used to inform the community about local and regional programs
- 3) Establish a narrative of the impact that the Kendall Young Library has made in the Webster City community
- 4) Develop a community outreach component that can be used to collaborate with local schools
- 5) Create a way for community members to actively engage with the impressive architecture and history of the Kendall Young Library.

Students from the University of Iowa Museum Studies department are partnering with the Iowa Initiative for Sustainable Communities (IISC) to create a sustainable digital engagement strategy for the Kendall Young Library. Our digital engagement team consists of Melissa Airy, an MFA candidate in studio art and is covering the Media and Digital Platforms; Emily Anderson, a History graduate pursuing Museum Studies, who is covering editing and project goals; Jennifer Banks, a Senior Environmental Anthropology major who is covering the proposed Evaluation methods; Anthony Forchetti, a Senior History and Political Science major who is assisting in editing and formatting; and David Galloway, a Senior Art History Major with a certificate in Museum Studies who is covering the significance of the project and the related stories of the KYL.

II Significance

The Kendall Young Library has been a part of the Webster City community for more than 100 years (founded in 1896 and then built in 1916), at the surprise bequest of Kendall Young. The KYL plays a significant role in the community as it provides a wide range of materials for reading and viewing, information on genealogy and local history, art and special collections, and educational programming.

A website is utilized by the library to allow people access to the content of their collection. The books listed within the library website are organized in the catalog into four categories: New Fiction, New Teen Books, New Children's Books, and New DVD and Blu-Ray. All of the categories have the word "new" in them to stress the contemporaneity of their collections, to pique the interests of today's readers. The library certainly has older content too, but the continual process of "weeding" and replacing books on the library shelves, as the library's mission states in under Focus Area 3: Collections Objectives, keeps the shelves contemporary. The museum is very diligent about doing this to keep the collection relevant to today's community.

In addition to the reading material in the four catalog categories, the Kendall Young Library has significant archived information about local history. The archived collections of local history are the most sizable and permanent parts of the collection. Within the library are archived resources like maps, cemetery records, family genealogies and more. Connected to the Kendall Young Library website is the Digital Archives of Hamilton County site containing centuries of journalism from local newspapers and journals. The Kendall Young Library is significant as the sole repository of local history and

genealogical records, and as a source for contemporary fiction for locals, as the Hamilton County Historical Society was disbanded several years prior, according to the library director.

In continuing with the theme of local history, works of art by Native Americans and Webster City natives like Abastenia St. Leger Eberle are kept and exhibited in the library. The Native American works were not all collected locally, but much of the artwork on display has a significant connection to Webster City. This collection is important because it was donated by Mr. Van Ness, a local who lived in Hamilton county from 1882-1895, before moving to Oklahoma where he began to collect a number of artifacts (Kendall Young Library). Keeping with this theme is important to the library because it gets at an interest of the local community.

This Webster City resource is also significant for their efforts to engage the community and provide access to their materials and collections. The library's director, Ms. Lubberstedt-Arjes, had discussed in our interview with her the library's efforts to attract young adults and new Spanish-speaking demographics. Young adults ages 19 - 30 are the demographic that uses the library least. The library has directed effort towards placing more books in the library that would interest young adults and new Spanish-speaking demographics. The Kendall Young Library acquires books specifically to get the members of their community reading. Their effort to put books in the hands of their community members is vital for how it increases literacy and access to information.

III Project Goals

As previously stated, our team created five goals that we hope to help the Kendall Young Library achieve through the support of the Iowa Initiative of Sustainable Communities. We hope to help the Kendall Young Library achieve these goals through the implementation of five simple digital platforms and potential visitor experiences. Each of our five proposed platforms and experiences were created to achieve at least one of these goals.

The first goal: “Fostering a connection between the community of Webster City and the town’s history through multiple formats and new technologies”, was proposed in alignment with one of the library’s main points that they are continually striving for and that was a main goal of the library at its creation by Mr. Young. Our team felt that this was an important point to continue striving for and kept it at the heart of our digital interpretation plan. We chose to address this goal through each of our potential visitor experiences by creating unique, simple, and engaging pieces that help the community of Webster City connect with the Kendall Young Library, their history and each other.

Through the second goal: “Constructing a sustainable social media template that can be used to inform and engage with community about local and regional programs”, was created with the main mission of the Iowa Initiative for Sustainable Communities. We wanted to create a template that could be used far into the future, that made engaging with the public streamlined and engaging. To do this, we created two visitor experiences that focused on social media platforms that the Kendall Young Library already has access to.

The third goal: “Establishing a narrative of the impact that the Kendall Young Library has made in the Webster City Community” focuses on the importance of community and how the Kendall Young Library plays an important role in that community. This is obvious through the importance of special collections that highlight donations and work by members of the community. We wish to highlight the importance of community and community members through a collaborative project that will highlight members of the Webster City Community and the role they play there.

The fourth goal: “Developing a community outreach component that can be used to collaborate with local schools” also highlights the importance of community. This is why, although they have been highlighted as separate goals, they have been combined into one engagement strategy. It is important for

communities to work together, and we that the collaboration that we have highlighted in our Potential Visitor Experience section will both provide an engaging learning project for schools and provide a way for the Kendall Young Library to engage with their community without having to do a lot of extra work.

Finally, we wanted to create a way to engage with the rich history and architecture of the Kendall Young Library itself. Which is how we decided on our fifth goal: “to create a way for community members to actively engage with the impressive architecture and history of Kendall Young Library”. To accomplish this, we created a series of online, interactive pictures that provide visitors a way to engage with the history and architectural features that might go unnoticed.

IV Stories, Messages, and Themes of the Kendall Young Library

The Kendall Young Library aligns itself with the local community's rich history and stories by rooted in the contents of its collections. The most significant of these is the KYL archive of genealogy and local history. The archive of local newspapers, photographs, and genealogical information is immense, and the library encourages every community member who is so curious to find out information about their own family. The library allies itself with the story of local history and by extension with the stories of its community members.

Adding to the library's emphasis on locality, there are also works in sculpture by Abastenia St. Leger Eberle on display. Eberle was born locally and has works currently exhibited all over the United States. Abastenia St. Leger Eberle exhibited work in the tremendously important Armory Show of 1913, her sculpture brings pride to the community. By sharing her story and her inspiring work, the library encourages research by community members into their local history.

V Audience

This interpretive plan primarily focuses on reaching youth and families. We have crafted several specific digital strategies in which we place emphasis on connecting with the youth at local schools as well as inviting children to interact collaboratively with their families inside the walls of the library.

We also wish to help the library engage with teens and young adults. This is an important visitor group that needs to be reached and engaged with more as the current engagement strategies used at the library don't seem to specifically be geared towards them. To do this, we have decided to use different social media platforms that many teens and young adults already use daily.

Because the Kendall Young Library houses a large collection of local memorabilia and documents, we want to focus on reaching local citizens of Webster City. As the library continues to live in the present and plan for the future, they have a desire to keep the history of the city alive for future generations. We suggest that the museum find ways in which they can get youth and new members of the area to explore the collection to create a sense of community and connectedness to the rich past. The more people feel connected to the history of the place, the more they will be invested in continuing the rich identity that already exists.

VI Media and Digital Platforms: Potential Visitor Experiences

We created five digital components for the Kendall Young Library to use in order to help incorporate digital strategies into its everyday use. These strategies are simple yet engaging. They strive to further visitor and patron experiences through the engagement of the Webster City community with the Library's historical significance and special collections in addition to its architectural beauty. All templates and resources that we used to create these digital strategies are available at the end of this document, under Appendix.

Strategy 1) Regular Facebook Posts

To better promote the resources and events available at The Kendall Young Library, Facebook could be used weekly to engage the community. If used intentionally and consistently, these brief daily Facebook posts, would reach primarily teens and young adults quickly and efficiently, an age group that was initially targeted as a focus group by the Kendall Young Library. Additionally, Facebook is a platform that the Kendall Young Library could utilize to purposefully appeal to families to participate in the programming and events being offered.

The posts should promote a wide variety of content while also seeking online engagement from its viewers. Consistency in the social media posts is key so that it communicates regularly with its audience. Deliverables for this project include a template for creating custom Facebook posts and a sample of 10 posts (available for the Kendall Young Library's use).

Strategy 2) Monthly Community in Action Blog Posts

This digital piece spotlights the various successful ways that the Kendall Young Library impacts its greater Webster City Community promoting positive interactions with a monthly blog post.

The Kendall Young Library will partner with local schools to encourage middle and high school students to create the content for each blog post. By using a blog, the K Y Library will feature a different community member each month and will share how that person has benefited through using the library as a resource.

Some examples might include:

- Showcasing a local teacher and a book that they read to their class as inspiration for a class art project.
- A high school student who used the city historical records to learn about her family history.
- A family and their participation in events offered through library programming.

By placing familiar faces from the community in an accessible online format, the blog will encourage others to join in and make use of the wide range of resources available at the Kendall Young Library.

The subjects for these posts will be generated by students from the local schools in partnership with the library staff. It encourages young members of the community to recognize someone positively using the library to influence their life while also encouraging more people will do the same. It also supports students in their development of written and verbal communication skills.

Additionally, this activity welcomes interaction with its guests by asking them to nominate one of their peers. It promotes pride in the community while recognizing the good being done by its citizens. Further, it showcases the various and diverse ways people have used the Kendall Young Library to positively impact their life and encourages people to get involved and find creative ways they can use the library in their daily routines.

Deliverables for this activity include (links below):

- A lesson plan to be used by local teachers
- A template for nominations
- A template for the written blog post

Strategy 3) QR Codes- Fun Fact

For a digital engagement strategy, our team recommends the use of QR codes to create “Fun Facts” around the library and the community. Recently, the use of QR codes in classrooms has become an easy and creative way to create engaging materials for students, as well as allowing them to become more independent (Boschen). “QR Code” stands for quick response code and can be used similarly to a barcode with a smartphone or tablet. Logistically, a person would need a way to scan these items, but most teens these days either have access to a way to do this through their own smartphone or friends’.

There are many different QR generators that can be used for free online. We have a suggested one that was used to create our sample version of a “Fun Facts” sign that could be made available around the library. These facts can be about the library or the city and the generator that is suggested has a couple of different QR code types that could link to websites, social media and more. For the “Fun Facts” we used the plain text generator on the website.

Once a QR code is generated you can do a couple of easy things to make an aesthetically pleasing sign. You can use an application on the computer to add text and the QR code or you can print out the QR code and make a sign using craft paper. This engagement can be changed to fit the needs of the Kendall Young Library and its community.

Strategy 4) Twitter Posts

Through a series of simple Twitter Posts, we hope to engage teens and young adults with the Kendall Young Library. We suggest that the best use of these posts would be through a themed month, such as National Book Month. Then over the month, we suggest at least one tweet a week that engages the public. These engagements can be in the form of inviting patrons to the Library to participate in reading activities or picking out a new book, giving facts about notable members of the community, or a poll asking them about their favorite book. These engagements let the community engage physically, mentally, and virtually with the Kendall Young Library.

Twitter is an excellent medium for keeping community members updated through its simple feed format. As followers scroll through their feeds, they will see that day’s post and read about the chosen topic. Tweets are short and easy to read, so followers are more likely to read the entire post, as opposed to a one- or two-page newsletter. Polls give the Kendall Young Library an opportunity to gain feedback directly from the community in a quick manner on a website or app that many people use every day.

Strategy 5) Architectural ThingLinks

Thinglink is an app and website geared towards education that is free to use and designed so that you may digitally annotate an object image to help make information more engaging. Simply upload an image or video, add your "Tags" of additional information, embedded links, videos, etc., save, and share. There are multiple video tutorials online on how to use it, and the basic edition is free, with premium available for a cost with additional features.

With a building that was initially finished in 1905 and later expanded in the 1990s, the Kendall Young Library has an interesting architectural history and features that otherwise might go unnoticed, particularly by those who don't or can't visit themselves. These ThingLink images have been designed as examples of ways the library can better visually share their beautiful building and its features with an online audience easily using Facebook or Twitter either as an embedded image or as a direct link. Regrettably, though they are both visual-based, the ThingLink app does not currently seem compatible with or available to use on Instagram.

VII Evaluation

We suggest that the KYL use a series of evaluation tools that will allow the identification of successful elements of their digital initiative and elements that need to be revised to better fit visitor needs at the library. This digital initiative is an ongoing permanent project, so there is an importance in creating an evaluation tool that can continue to identify successes and needs for revisions into the future.

We suggest, for this project, using a survey that identifies visitor impressions of the digital tools, and how the visitor used the specific tool. These surveys are not intended to identify what a visitor has learned while using the tool, only what the visitor took away via impressions/enjoyment and how they used it. To better help the KYL’s needs in evaluating visitor reactions to their digital tools, we suggest

the plan provide data on 1) demographics, 2) did the content impact visitor experience, and 3) was the experience made more enjoyable or more frustrating.

Based on limited resources, we suggest using a google forms document to create the survey. This is an easy interface to use and will be free signing up for a Gmail account and could be easily distributed to the public or kept up on a computer if available. It would also be possible to have printed versions of these if you so choose. For long answer/ qualitative data, museum workers, library workers, and volunteers will be needed to analyze the data.

It may also be important for the KYL to find out who isn't using their digital tools, to do this, a survey could be available to visitors who are just at the library. This could be emailed using data available about people who own library cards- if, there is information such as addresses or emails- or links could be made available on their website or if there are pamphlets that the library has available on site.

We have provided a template survey for the QR Codes Strategy that has been suggested. We have made this survey generic so that if the KYL wishes, they could input a different strategy into the underlined spaces instead of coming up with their own questions. This template and example survey will can be found under the Appendix at the end of this Interpretive Plan along with the other resources.

VIII Appendix

a) Facebook Post Templates and Resources

a. Kendall Young Library Facebook Post Themes

To manage the variety of posts, the Kendall Young Library should create a structure as to what kind of post to make each day. The library should create and share 5 posts a week, one post on each day. An example structure could take the following form:

i. Mondays: This week at the library...

Highlight all of the programming that is taking place this week. What do the viewers need to know? What is there to look forward to? What can they expect if they want to get involved this week?

ii. Tuesdays: Book Recommendations

Post images and short descriptions of new books you think your audience should know about. Are there new books added to the shelf the community should know about? Use this space to highlight books that are recent bestsellers or have won awards. Book recommendations should also be varied by age group and genre to show the diversity of the collection.

iii. Wednesdays: Highlight from Permanent Collection

Post an image of an object or document that the library has in its collection. This is an opportunity to highlight the city's history while also bringing awareness to the diverse collection owned by the library. This is a great way to invite viewers to come in and experience the collection in person.

iv. Thursdays: Fun fact / Behind the scenes of the Kendall Young Library

Let the community members see what happens daily at the library. How can you show the role of a librarian? What might the community not already know about the daily operations for facilities? This is a space to share what makes the Kendall Young Library so unique.

v. Fridays: What happened this week at the library

Reflect back on the week and highlight moments that the community got involved. Ask for community members to share pictures that the library could feature. This is a great way to allow people to take ownership and promote their interactions with Kendall Young Library.

b. Kendall Young Library Facebook Posts Template

Monday: This week at the library

Post Date: _____ Post developed by: _____

Event featured:

Image (if applicable):

Description to be included as post content:

Link to include (if applicable):

Tuesday: Book Recommendations

Post Date: _____ Post developed by: _____

Book Recommended:

Image (if applicable):

Description to be included as post content:

Link to include (if applicable):

Wednesday: Highlight from the Permanent Collection

Post Date: _____ Post developed by: _____

Permanent Collection Item to be highlighted:

Image (if applicable):

Description to be included as post content:

Link to include (if applicable):

Thursday: Fun Fact/Behind the Scenes

Post Date: _____ Post developed by: _____

Fact to share:

Image (if applicable):

Description to be included as post content:

Link to include (if applicable):

Friday: What happened this week at the library

Post Date: _____ Post developed by: _____

Highlight from this week:

Image (if applicable):

Description to be included as post content:

Link to include (if applicable):

c. Sample Facebook Posts for the Kendall Young Library

Monday: This week at the library

Sample Post 1:



Bring in your "littles" for preschool storytime this week at the Kendall Young Library. This Wednesday from 10:05 - 10:35 am we will partake in stories, rhymes, music and crafts! Perfect for your kids aged 3 - 5.

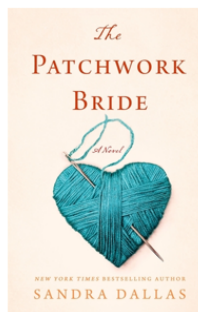
Sample Post 2:



Calling all adults! Join us Tuesday evening for Adult Movie night where we will be watching Jurassic World: Fallen Kingdom on our big screen with surround sound and complimentary popcorn and pop!

Tuesday: Book Recommendations

Sample Post 1:



Stop in today to read Sandra Dallas's newest book, *The Patchwork Bride*.

Summary: "Ellen is putting the finishing touches on a wedding quilt made from scraps of old dresses when the bride-to-be her granddaughter June unexpectedly arrives and announces she's calling off the marriage. With the tending of June's uncertain heart in mind, Ellen tells her the story of Nell, a Kansas-born woman who goes to the High Plains of New Mexico Territory in 1898 in search of a husband. Working as a biscuit-shooter, Nell falls for a cowboy named Buddy. She sees a future together, but she can't help wondering if his feelings for her are true. When Buddy breaks her heart, she runs away. In her search for a soul mate, Nell will run away from marriage twice more before finding the love of her life. It's a tale filled with excitement, heartbreak, disappointment, and self-discovery—as well as with hard-earned life lessons about love."

Sample Post 2:



New to our Young Adult collection is Ariel Kaplan's *We Regret to Inform You*.

When a high achiever is rejected by every Ivy League college—AND her safety school—her life is turned upside down. Fans of Becky Albertalli will appreciate this witty, heartfelt novel that puts college admissions in perspective.

Wednesday: Highlight from the Permanent Collection

Sample Post 1:



Did you know you can search through over 161 years of the Webster City Daily Freeman Journal? Come dive into the our local history of Webster City from the years 1857 - 2018 at the Kendall Young Library.

Sample Post 2:



The Kendall Young Library houses a Postcard and Photo Collection. Come take a peek to see if you recognize any of these familiar sites.

Thursday: Fun Fact/Behind the Scenes

Sample Post 1:



Did you know the Kendall Young Library hosts a semi-annual used book sale? We want to continuously keep new and exciting books on our shelves for you to read. Help us make room by purchasing some of our collection at our next used book sale.

Sample Post 2:



Have you heard of the Caldecott Award? It is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picture book for children. Come see for yourself the stunning illustrations in our collection of Caldecott Award winning books, especially our personal favorite, "The Adventures of Beekle: The Unimaginary Friend" by Dan Santat.

Friday: What happened this week at the library

Sample Post 1:



Amongst all the activity at the Kendall Young Library this week, we wanted to share with you this precious quiet moment. We love when families foster the importance of reading within their children. What books do you remember reading with your parent when you were young?

Sample Post 2:



"Our greatest natural resource is the minds of our children." - Walt Disney
Thank you to all of our young creators who joined us this week for our Lego Club.

b) Monthly Community in Action Blog Posts Templates and Resources

Kendall Young Library's Community Spotlight Blog Teacher's Guide (grades 6-12)

Objective:

Local schools will partner with the Kendall Young Library to identify various ways the community has benefited from the library and its resources. Students will nominate someone they see within their community who actively uses the library, through the written application form, to be featured on a monthly Community Spotlight blog post. Students will work collaboratively with their peers, teachers, or staff at the Kendall Young Library to compile the blog post to be circulated throughout the community.

Learning Targets:

- Students will identify the resources available within the Kendall Young Library.
- Students will compose written nominations of someone they see positively using the Kendall Young Library and its resources.
- Students, in collaboration with their teacher and library staff, will determine 12 individuals from nominations to be highlighted in a monthly blog post.
- Students will write the monthly feature as a blog post that will circulate within the Webster City community.

Activity suggestions:

- 1) Classes may take a field trip to the Kendall Young Library to see the various resources available to its community members.
- 2) Students could conduct an interview family/community members about how and why they use the Kendall Young Library.
- 3) Students could create a passion project and be encouraged to find research or resources from within the Kendall Young Library.
- 4) After preliminary research has been conducted, all students should fill out the accompanying nomination form. As a class or in collaboration with museum staff, students can discuss all nominations. Together they should identify 12 people out of all the nominations who will then be highlighted in the monthly blog post.
- 5) Students will work to compose the series of 12 blog post that will be circulated throughout the community. They may use the attached template.

Kendall Young Library's Community Spotlight Nomination Form

Please consider someone or a group of people, who you feel positively interacts with the Kendall Young Library. Tell us why you think we should highlight them! Help us spread the word about what the Kendall Young Library has to offer our community.

Your Name:

Name of Nominee:

How have they integrated the Kendall Young Library into their work/lives?

How does this person impact the rest of the Webster City community?

Kendall Young Library's Community Spotlight
Blog Post Template
(500) words maximum

This month the Kendall Young Library in partnership with NAME OF SCHOOL would like to recognize COMMUNITY MEMBER'S NAME for the way they have successfully impacted the Webster City Community.

NAME has lived in CITY for # years. They first started going to the Kendall Young Library because.....

NAME has uniquely used the Kendall Young Library by (incorporate nomination information)....

One thing NAME would like you to know about the Kendall Young Library is....

c) QR Code- Fun Facts Templates and Resources

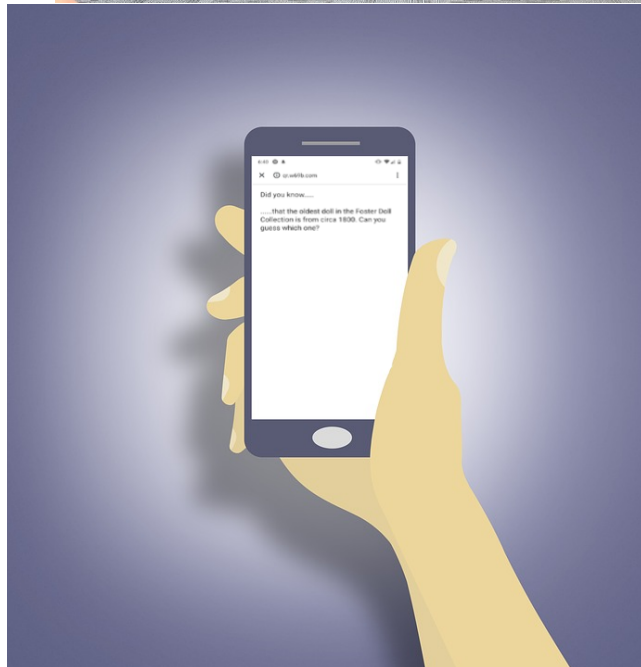
- Suggested QR Code Generator Website:
 - <https://www.the-qrcode-generator.com/>

- Suggested Fun Facts:

Did you know:

1. That the oldest doll in the Foster Doll collection is from circa 1800? Can you guess which one?
2. That the library has over _____ volumes in its collection?
3. That the interior columns of the library are made of African Marble?
4. That Webster City is home to 2 Pulitzer Prize winners?
 - a. Mackinley Kanter—won the Pulitzer Prize for Fiction in 1956 for the novel Andersonville.
 - b. Clark R. Mollenhoff—won the Pulitzer Prize for National Reporting in 1958 for a series that exposed racketeering and fraud in the Teamsters Union.
5. That the cost of the Construction of the Kendall Young Library in 1905 was about \$50,000.
6. That the Reference Staff has extensive resources about local history and genealogy.
7. That the Kendall Young Library was added to the National Register of Historic Places in 1983.
8. That your library card expires in 3 years after registering/renewing.

- Example Signage



d) Twitter Post Templates and Resources

Week 1



Kendall Young Library
@KYoungLibrary



October is National Book Month! Be sure to stop by the Kendall Young Library to pick up a book or two in celebration of the month.
[#NationalBookMonth](#) [#KYL](#)

Week 2,
October 11



Kendall Young Library
@KYoungLibrary



Pulitzer Prize winner MacKinlay Kantor died on this day in 1977. A prolific writer, Kantor won the Pulitzer Prize for Fiction in 1956 for his novel Andersonville. The novel was one of many of his books set during the American Civil War. [#NationalBookMonth](#) [#KYL](#)

Week 3



Kendall Young Library
@KYoungLibrary



Clark Mollenhoff attended high school in Webster City in the 1930s and went on to become a well-admired journalist. He won the Pulitzer Prize for National Reporting in 1958 for his work in exposing racketeering in the Teamsters Union.



Kendall Young Library
@KYoungLibrary



Mollenhoff worked for the Des Moines Register as a correspondent in Washington D.C. and served as a college professor while continuing to write for the Register. [#NationalBookMonth](#) [#KYL](#)

Week 4



Kendall Young Library
@KYoungLibrary



We hope you have enjoyed National Book Month! For our last post, which of these is your favorite classic novel?
[#NationalBookMonth](#) [#KYL](#)

0% To Kill A Mockingbird

0% The Great Gatsby

0% The Catcher in the Rye

0% Other (Let us know!)

e) **Architectural ThingLinks Templates and Resources**
ThingLink: Examples

The Glass Dome



The Venus de Milo replica



The Red Tile Roof



Cartouche



Marble Pillars



West Entrance



f) Engagement Survey Template
Digital Engagement Satisfaction Survey

1. How often do you visit us?
 - First-time visitor
 - Once a month
 - 1-2 visits per month
 - 3-4 visits per month
 - 5+ visits per month
2. Into what age category do you fit?
 - Under 18
 - 18-29
 - 30-39
 - 40-49
 - 50-59
 - 60+
3. Did you use the QR Code Scanner?
 - Yes
 - No
 1. Why not?
 - N/A
4. Was the QR Code Scanner easy to use/understand?
 - Yes
 - No
 1. Why not?
 - N/A
5. Did you enjoy using the QR Code Scanner?
 - Yes
 - No
 1. Why not?
 - N/A

IX References

Iowa Initiative for Sustainable Communities <https://iisc.uiowa.edu/about>

Kendall Young Library project pdf [MUSM3125_KendallYoungLibraryProject.pdf](#) 

Kendall Young and the Kendall Young Library of Webster City, Iowa 1898-2004 (Ames: McMillen Publishing, 2004)

Kendall Young Library: Mission and History,

www.youseemore.com/KendallYoung/contentpages.asp?loc=53 (Links to an external site.)Links to an external site.

Silos and Smokestacks Pdf [Interpretive_Manual_web.pdf](#) 