

Discussion of October 29, 1999

Graduated Interface

The Committee would like a graduated interface:

1. Reading Readiness
2. Independent Reader
3. Regular WebPAC

Reading Readiness would be graphically driven – similar to SIRSI. It should be designed with the beginning reader in mind, ages four to eight. It would not require the child to do any real typing, but instead use the mouse to point and click. These subject searches (search strategy) would be scoped by the local library, but would always be dynamically updated.

Independent Reader would use typed input by the patron. This interface should not assume that the reader understands searching protocols, but does involve the patron entering the desired information to be searched. It would give on screen instructions or have a design that clearly prompts for the required information; e.g. a box labeled author's first name, author's last name, etc. Example: Switchboard.

Type of Material

The committee wants distinction between Fiction and Non-fiction in Children's books, similar to what NOTIS does now.

Scoping Location

The committee wants the ability to scope the location once the search is in progress, rather than trying to have to make that choice prior to starting.

Examples:

- Library where searcher is
- Nearby or local branches
- Then all of DPL

Additional Notes

Webster navigation consistency – is this a concern for the DALNET Web Site Committee?

These need fleshing out

Hold view or special strategy for authors
View – card or

Block for Children's OPAC

Analyzing Results

The committee suggests that is useful to see how the Children's OPAC is actually being used. We recommend obtaining analytical data based on actual usage as opposed to anecdotal information.

Is there a system for capturing usage of Children's Catalog?

Can Ameritech help us evaluate how it is actually being used?

Use random sampling or continuous sampling?

Use college or library science students to observe users?

Committee members may wish to review "Spinning a Child Safe Web, Gail Junion-Metz.