

Appendix B: 2012 Digital Literacy Survey Questions

The Digital Literacy Survey was designed and distributed in the fall of 2012 to provide more in-depth context and perspectives on digital literacy efforts by local public libraries. This document includes the full set of questions from the survey. Your state library might consider conducting a similar digital literacy survey with your libraries. Local library perspectives on the challenges they face and opportunities to better serve their communities are critical to informing state-level programs, resources, and partnerships.

General Questions

*1. Which state is your library location/branch located in?

State:

*2. What is the name of your library location/branch?

*3. Please provide the 5-digit zip code for the library location/branch.

*4. What population size most closely represents the town/city your library location/branch is located in?

- Greater than 250,000 people
- Between 100,000 - 249,999 people
- Between 25,000 - 99,999 people
- Between 1 - 24,999 people

5. Please identify the types of training and assistance that the library has offered or sponsored in the last 12 months on information technology and digital literacy [select all that apply]:

- Formal, in-person training classes (e.g., scheduled classes with a set curriculum and instructor).
- One-on-one training sessions by appointment with library staff or volunteers.
- Informal point-of-need assistance when requested by patrons (e.g., one-on-one help with Internet searches, online job applications, computer software).
- Open lab times when patrons can obtain personal assistance.
- Access provided to online, self-paced training material for use by patrons (e.g., online tutorials, training videos, and online training course providers such as Learning Express or ElementK).
- We do not offer any information technology or digital literacy training.

Other (please specify)

6. Please identify training topics on information technology and digital literacy offered to patrons in last 12 months, including the type of training offered. [select all that apply for each training topic]

	Formal training class.	Scheduled one-on-one training session.	Informal, point-of-use assistance.	Online, self-paced training.	Not offered.
Basic computer skills (e.g., how to use a mouse and keyboard, printing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Internet searching (e.g., using Google, Yahoo or other search engines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General computer or office productivity software use (e.g., word processing, spreadsheets, presentations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using online databases offered by the library (e.g., using commercial databases to search and find content)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting up e-mail and other online accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe online practices (e.g., privacy and security)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical use of online information and copyright issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing online government information (e.g., Medicare, taxes, how to complete forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing online job-seeking and career-related information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing online health and wellness information (e.g., consumer health, nutrition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing online banking and investment information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing genealogy information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing consumer information (e.g., product value, safety, reliability, warranty information)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using e-Readers and downloading e-Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using patron-owned smartphones, tablets and similar devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social media (e.g., blogging, Twitter, Facebook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web site or blog construction and management (e.g., Weebly and Doodlekit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web 2.0 productivity tools such as file or document storage (Google Docs, Dropbox), free call and video communications (Skype), and bookmarking (Delicious and Pinterest).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using digital creation and sharing applications for digital photography, movie making, video editing, animation, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

7. How often are you able to provide either in-person training or access to online training for the information technology and digital literacy topics needed or requested by patrons? [choose one response]

- Rarely
- Sometimes
- Often
- Most, if not all, of the time

8. How are the library's information technology and digital literacy training offerings promoted? [select all that apply]

- Print information posted (such as bulletin boards or flyers)
- Library website
- Library social media (e.g., Facebook page or Twitter)
- Community news sources (such as local newspaper)
- Public service staff recommendations
- Community partner communications and recommendations (such as workforce officers, housing authority, or senior centers)
- No promotion activities in the last 12 months
- Other (please specify)

9. Do you capture any of the following information about the results or impact of your library's training offerings? [select all that apply]

- Training class participation counts
- One-on-one scheduled session counts
- Participant evaluation results
- Participant stories or feedback about experience and/or the impact on their lives (e.g., applied online and got a job or improved their health)
- We do not collect results or impact information
- Other (please specify)

10. Who conducts the library’s formal training classes and one-on-one training appointments (i.e., instructs or coaches participants)? [select all that apply]

- Not Applicable: the library does not offer classes or one-on-one appointments
- Library staff
- Library volunteers
- Community partner staff (e.g non-profits, social service agencies)
- Community partner volunteers
- Library regional systems, networks or consortia trainers
- Contract trainers or training company
- Other (please specify)

11. If community partner staff and/or volunteers provide training at the library, which organizations do they represent? [select all that apply]

- Community technology centers
- Community colleges
- K-12 schools
- Afterschool clubs (e.g., Boys & Girls Clubs and YMCA)
- Workforce offices and job centers
- Senior centers
- Housing authority or low income housing locations
- Religious centers or places of worship
- Other (please specify)

12. What is the library’s maximum participant capacity for in-person training classes? [choose one response]

- Not Applicable: the library does not offer training on-site
- 1-5 participants
- 6-10 participants
- 11-15 participants

13. What types of off-site training locations or facilities are used by the library, if applicable? [select all that apply]

- Not applicable: the library does not use off-site training locations or facilities
- Mobile training vehicle (e.g., similar to a bookmobile but used for technology and digital literacy training)
- Community technology centers
- Community colleges
- K-12 schools
- Afterschool clubs (e.g., Boys & Girls Clubs and YMCA)
- Workforce offices and job centers
- Senior centers
- Housing authority or low income housing locations
- Religious centers or places of worship
- Other (please specify)

14. If the library provides patrons access to online, self-paced training material, please provide the names and or links to these services.

15. Other than the public library, what places or organizations in the community are you aware of that provide free of charge information technology and digital literacy training to the public? [select all that apply]

- No other places known beyond the library
- Community technology centers
- Community colleges (open to the public)
- K-12 schools (afterschool open to the public)
- Afterschool clubs (e.g., Boys & Girls Clubs and YMCA)
- Workforce offices and job centers
- Senior centers
- Housing authority or low income housing locations
- Religious centers or places of worship
- Other (please specify)

16. How is information shared with library patrons about these free non-library training opportunities? [select all that apply]

- Print information posted (via bulletin boards or flyers)
- Library website
- Library social media (e.g., Facebook page or Twitter)
- None in the last 12 months

17. Is the library currently planning or actively pursuing new information technology and digital literacy training offerings that haven't been captured above? If so, please describe.

18. How significant are the following constraints to expanding the library's training/assistance on information technology and digital literacy? Rate on a scale of 1 to 5 [1 = not a constraint, 3 = minor constraint, 5 = major constraint].

	1 (not a constraint)	2	3 (minor constraint)	4	5 (major constraint)
No more staff/volunteer/partner time to provide additional training classes and one-on-one sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of bilingual or multilingual trainers or coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruiting volunteers and partners to provide training and one-on-one sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty promoting training offerings to the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No staff/volunteers/partners with content knowledge or comfort with the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of curriculum or training materials (English language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of bilingual or multilingual curriculum and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited number of computers or other devices for training sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient Internet connectivity for more simultaneous users	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate space or space limitations for holding training sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of peripherals needed to participate in online, self-paced training (e.g., headsets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

19. If resources were NOT an issue, how would the library improve or expand community access to information technology and digital literacy training? [open ended response]

20. What one thing could your state library agency do (beyond financial support) to help expand or improve your library's ability to offer more training and assistance to your patrons?

This Appendix is part of the [State Library Guidebook: Support for Digital Literacy in Public Libraries](#) which was created under a grant from the Institute of Museum and Library Services. The guidebook was created in partnership between WebJunction and the Illinois State Library, the Mississippi Library Commission and the West Virginia Library Commission.



WebJunction's vision is to be the place where the library profession gathers to build the knowledge, skills and support we need to power relevant, vibrant libraries. Our mission is to promote learning for all library staff by providing open, affordable online learning communities.



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The Institute of Museum and Library Services is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums. Through grant making, policy development and research, IMLS helps communities and individuals thrive through broad public access to knowledge, cultural heritage and lifelong learning.