Welcome to ipl2.

In this training, you will find information for students and volunteers answering questions for the Ask an ipl2 Librarian Digital Reference Service, links to documentation on how to use QRC, ipl2 Answering policies, etc.

Overview, Standards, and Expectations
Instructions for the Five Training Steps
Getting Help During Your ipl2 Experience

Module 1: The Six Mandatory Elements
Module 2: The Reference Interview
Module 3: Working with QRC, the Question Answering Interface
Module 4: Locating Sources and Search Techniques
Module 5: Evaluating Sources
Module 6: Responding to Questions Submitted By Youth

You can download the Training Manual in its entirety or view it as a wiki:

Training Manual (pdf) (size 1 MB)
Training Manual (wiki)

If you do not have a PDF reader, download the Foxit Reader or Adobe Reader.

http://www.ipl.org

The ipl2 started as the Internet Public Library (the "IPL") in 1995 as a group project. Library and information science (LIS) students and instructors from the University of Michigan's School of Information experimented with the idea about how librarians could contribute to the Internet. Since then, the ipl2 moved to Drexel University's iSchool and is now being jointly operated by Drexel and Florida State University. In early 2010, the IPL merged with the Librarians' Internet Index (LII) to form ipl2, a new web presence.

For more history, press releases, and related organizational information, please see "About the
i. **The Ask an ipl2 Librarian Digital Reference Service**

The ipl2's reference service is a real, working service open 24 hours a day, seven days a week. Users can submit questions at any time using our online question forms. Consequently, the number of questions we receive varies from day to day, sometimes from hour to hour! At various times, you may find many questions available while other days there may be few. This is a normal part of the ipl2 experience. If you are a student working on ipl2 questions for a class assignment, we VERY STRONGLY recommend that you start early and answer regularly. If you wait until the end of your term/semester, you may not be able to get enough questions to complete your assignment.

Questions are routinely received from a wide variety of users, of all ages and from many parts of the world. When questions are submitted to ipl2, reference administrators (who usually consist of advanced students and volunteers) process the questions. The ipl2 has a number of policies regarding the acceptance of questions. Reference administrators apply ipl2 policies for question acceptance, assign descriptive titles, send messages to users to tell them what we are doing with the question, and then move the questions to an area from which you will select and answer them.

The role of the ipl2 Administrative Team is to support ipl2's educational mission, oversee the work of reference volunteers, provide support to students and faculty working with ipl2 as part of LIS education, and ensure quality service to ipl2 users.

If you ever have any questions or problems, send an email to ipl@drexel.edu. You will usually receive an answer within 24 hours.

ii. **The ipl2's Digital Reference Service Standards**

The ipl2's reference service standards are based on the following librarian qualities:

- Knowledge of general and specialized reference sources (print and electronic).
- Ability to recognize user information needs and to match those needs with the most appropriate forms of information.
- An understanding of the constraints and responsibilities of reference service in a digital environment.

iii. **The ipl2's Expectations of Students and Volunteers**

**Students:** The ipl2 has a partnership with various LIS schools. If you are a student with ipl2, your instructor is responsible for teaching, guiding, and evaluating you and your classmates (and for providing your grade and course credit). The ipl2 Administrative Team is responsible for providing extra feedback as needed on your performance, training you in the reference software, offering technical support, and maintaining the quality of the Ask an ipl2 Librarian reference service for users.

**Volunteers:** As an ipl2 volunteer, we ask that you have:

- Successfully completed all required training.
- Received a Master's Degree in Library Science (or comparable program), **or**
- Worked with the ipl2 previously as part of a class assignment and have adequate
experience in reference and digital reference services.

As a volunteer, you will receive periodic emails from ipl2 with updates, notices on heightened need for assistance, opportunities for additional volunteer opportunities, and major changes in ipl2 practice or policy. Additionally, we ask that you:

- Keep the ipl2 Administrative Team informed of your preferred email address.
- Notify the ipl2 Administrative Team if you want to be removed from the volunteer list.
- Respond promptly to periodic inquiries about your continued interest in the ipl2.

iv. **Expectations You May Have of the ipl2 Experience in Digital Reference**

The ipl2 provides online training materials, support, and contact information. You will also be provided with access to a practice area within the QRC software as part of your training. Upon successful completion of the training and continued satisfactory performance, you will be granted access to answer users' real questions. You can expect specific feedback, advice, and research assistance along the way.

In addition to its educational role, the ipl2 has an obligation to its users to ensure all responses meet certain formatting, technical, and quality standards. By participating in your class ipl2 project or becoming a volunteer, you are agreeing to provide service that is consistent with ipl2 policies and standards. If your work does not meet those standards, you may be required to work in the practice area a little longer, to make any necessary corrections or adjustments and to gain more experience. You will be promptly notified of any permission changes (via email) in your status, and (for students) your instructor will be cc'd on communication between you and ipl2.

The ipl2 Administrative Team reserves the right to send additional resources to users when necessary and to supplement your original response. You will be informed if that happens. It is important to ipl2 that we provide the best customer service possible, as well collaborating with students and volunteers for a positive experience.

---

**Instructions for the Five Training Steps**

There are five steps that you will need to follow to answer real questions. If you are a student working on ipl2 questions for a class assignment, we **VERY STRONGLY** recommend that you begin this process early.

**Step 1: Read the Online Training Documentation.**

The training manual covers the mechanics of our standards for answering questions, using QRC - the question answering interface, and some tools to support you throughout your ipl2 experience.

Your first step is simply to understand what this training manual contains so you can refer to it as you move through the training process.

There are six modules:

- **Module 1:** The Six Mandatory Elements
- **Module 2:** The Reference Interview
Module 3: Working with QRC, the Question Answering Interface
Module 4: Locating Sources and Search Techniques
Module 5: Evaluating Sources
Module 6: Responding to Questions Submitted By Youth

Each module has multimedia options. Please read each module and refer to the presentations or videos for examples.

**Step 2: Take the Training Quiz.**

This quiz serves three purposes:

1. Reinforcing important concepts contained in this manual.
2. Alerting us that you need a username and a password so you can login to our system to view practice questions.
3. Putting you on a good footing to excel in your practice question response so that you can quickly move on to real questions for your work with the ipl2.

When you submit the Training Quiz, it will automatically notify the ipl2 Administrative Team that you are ready for your QRC login information.

**NOTE:** It may take up to 2 business days to receive your QRC login information after you submit your quiz.

**Step 3: Answer your Practice Question and Submit the Practice Question Form.**

You will be able to view and claim practice questions after you complete the Training Quiz and we send you your login information. You will answer your practice question and the ipl2 Administrative Team will review the answer you prepared to a practice question. In order to do this and move you on to working with real questions, you will need to do **TWO THINGS:**

1. **Insert and send the answer in QRC**

Steps to claim and answer the practice question in QRC

*Note: We suggest that you compose your answer to your practice question in a word processing program to enter the response into QRC and the Practice Question Form.*

- **Claim** and **Answer** a practice question
- Review your answer. Be sure that you have included the **six mandatory elements** and any required **disclaimer scripts**. Correct any typographical or spelling errors.
- Choose your signature option. Choose if you would like to have your name listed in full or part, or not at all.
- Click on the **Send** button.
  
  *No one else will review your response before it is sent to user.*
- Check the question transcript.
  
  Make sure the transcript reads "sent to the original author" and that the status was changed to "Answered."

2. **Use the information from your answer to complete the practice**
question form by copying and pasting the appropriate elements into the form fields (easiest to do when the answer is composed in a word processing program). If you cannot complete the form fields, please review the pertinent sections of the training to revise your answer in QRC AND update the form fields.

The Practice Question Form is a self-assessment tool to help you meet all of the requirements included in Module 1: The Six Mandatory Elements. **Completion of this form is required and is the ONLY way that the ipl2 Administrative Team is alerted that you are ready to have your practice question reviewed.**

**Step 4: Wait! Your Practice Question Response must be Reviewed.**

It can take up to 4 business days after you submit the Practice Question Form for the ipl2 Administrative Team to review your practice question response and email you with feedback. Plan your time accordingly! It is important to get an early start on this training process because you will be unable to answer real questions until we have approved you to do so after reviewing your response to a practice question.

**Step 5: Move on to Answer Real Questions.**

Once you have received clearance from the ipl2 Administrative Team, you can proceed to answer real questions. Refer to the manual for guidance when needed. Please contact the ipl2 Administrative Team with any questions you might have while working in QRC.

**Privacy, Confidentiality, and Using Your ipl2 Work**

Our rules and policies ensure quality service to our users and harmony among the community of ipl2 participants. Please remember that there could be several hundred people working in QRC at the same time. Be respectful and considerate of your colleagues, and keep in mind that you are representing yourself, your school, ipl2, and your profession.

**You must maintain confidentiality.**

**Never:**

- Contact a user outside of QRC.
- Send an email from your private email address.
- Allow anyone else to use your login.
- Share user information.

**Never** demonstrate QRC to a group of non-ipl2 affiliates or allow anyone else to use your QRC account. Allowing unauthorized people access to QRC compromises user privacy.

The ipl2 respects your privacy and will not willingly release any personal information, such as your email address, without your permission. When answering questions, you have the option to provide part of or your entire name as your personal signature, or to remain anonymously part of "The ipl2."

Protecting user and ipl2 participant privacy is a **HIGH** priority. Do not publish electronically or in print any information from within QRC without removing all personally identifying information such as names, email addresses, and/or exact locations.
You are encouraged to ask questions and to seek help when needed by emailing the ipl2 Administrative Team (ipl@drexel.edu). Please be very specific in the subject line of your message and provide details about your problem. As ipl2 is run on limited staff, please note that there may be a delay in our reply during the weekends and holidays.

Once you are answering real questions, you can also use QRC's Post-a-Note feature and Need Help button to ask for advice and to consult with the ipl2 Administrative Team, students, and volunteers. Generally responses are sent within 24 hours.

For your privacy, responses and comments on student and volunteer performance are never posted in the transcripts from QRC. If preferred, you may request to discuss issues and answer questions by telephone.

You may also request feedback for a maximum of 3 answered questions per term, once per question. If you would like feedback on your answer, please request this feedback immediately after sending the response to the user. The ipl2 Administrative Team, reference administrators, and reference volunteers will respond to your requests for feedback.
Each module has multimedia options. Please read each module and refer to the presentations or videos for examples.

This module includes information about our standards for answering questions. Information on using QRC, the question answering interface, is introduced in Module 3.

All responses sent from ipl2 MUST contain these six mandatory elements:

- **Six Mandatory Elements**
  1. **Greeting**
  2. **Acknowledgment**
  3. **Sources or Answer**
     - **Disclaimer Scripts**
     - Sources containing community-generated content
     - Google Scholar
     - Using Licensed Print and Electronic (Subscription) Sources
  4. **Citing Sources**
  5. **Search Description**
  6. **Closing**
- **Checklist**
- **Sample Questions and Answers**
  - Ready Reference Questions
  - Research Questions
You should begin your response with a friendly, professional statement. You may greet the user with a neutral choice, such as "Greetings from ipl2" or you may choose to begin by using "Dear" with the user's name. It is important that you consider the user's tone (formal/informal) when you greet them.

2. Acknowledgment

It is important to acknowledge the user's question to be sure that you understand it, and to be clear as to what the question is that you are answering. The acknowledgment is a brief paraphrasing of the user's question, and should demonstrate your understanding of the question. You may want to summarize the question if it is long or complex. You do not want to cut and paste the entire question as this will sound awkward.

There will be times when the question posed by the user does not provide you with enough information to begin researching their question in full. You are going to wish you could conduct a reference interview. In situations when you feel you need to ask the user for more information to understand their question, you may want to conduct a reference interview.

3. Sources or Answer

Providing a user with a variety of sources to explore increases the chance that you will supply information that fills their information need. Also, using multiple sources in your response allows for verification. Both you and the user will be able to verify that the information you are providing is reliable, as more than one source will attest to the answer you provide. Offering personal interpretations or advice is not really the role of the reference librarian and should be used very rarely. Users need authoritative, non-biased sources so they can come to their own conclusions.

Follow these rules when providing the answer and sources in your response:

- If the question is answerable, the answer should be stated at the beginning of the response, after the acknowledgment and before the search description.
- The answer must be cited following ipl2 source citation guidelines, including providing the source's name and direct link to the web page with the answer.
- For certain types of questions, there will be a specific answer, confirmed by sources. If you provide the answer, it should not exceed 3 sentences in length.
- For certain types of questions, there may not be a specific answer, but rather the sources that you provide may contain complementary information that together make up the answer.
- We require that you provide between two and four sources.
- Use age-appropriate language when creating your response and select age-appropriate resources. For example, if you are responding to a 4th grade student you will want to use sources from ipl2's For Kids rather than from a university's homepage. (See Module 6: [link].)
Responding to Questions Submitted by Youth

- Avoid using colloquial expressions and for all users, avoid using library jargon.
- If you veer off from the actual question, acknowledge and explain your departure. If you are not able to provide the type of answer the user wants (either because it doesn't exist, isn't online, etc.), explain why. Provide something more than the user asked for if you feel it would be helpful or necessary. Don't skip over the user's actual question in an effort to provide other resources, but rather, cover all the bases to give the user a rich response.

**Working links (URLs)** are a critical component of providing users with the answers they need. If URLs aren't functional, users are often left with questions unanswered. For that reason, every possible effort must be made to ensure that URLs sent are fully functional for each user.

**All URLs must:**

- Be clearly identified and introduced by name.
- Include `http://` or `https://` or `ftp://`: **this creates a hyperlink in QRC**. Note that they do NOT appear active in QRC while you are typing in the text box.
- Always cut and paste full URLs from the address box to avoid typing errors.
- Be on separate lines. Insert a blank line before and after each URL. This is to ensure readability and because different e-mail clients interpret line breaks differently.
- Be free of any extra characters such as periods, parentheses, quotation marks, and question marks that are not part of the web address.
- Be free of any HTML code anchor tags such as `<a href="...">…</a>`. Rich text and plain text e-mail clients may not convert them into links properly.
- If URLs are identified as broken or incorrect after an answer is sent, a member of the ipl2 Administrative Team either contacts the user to provide corrected links or contacts you to send corrections.
- QRC will automatically add a TinyURL and script for URLs longer than 65 characters.

**Disclaimer Scripts**

We require you to include specific script in the response when you use certain types of sources, sites, and tools. These scripts and the explanations for when you should use these scripts are provided below.

**Sources containing community-generated content:** The web is an enormous pool of community-generated content. People everywhere and anywhere contribute or
maintain the contents of online encyclopedias (e.g., Wikipedia), are often referred to as experts on a topic (e.g., About.com, Knol), or answer other users' questions on commercial knowledge exchanges (e.g., Yahoo! Answers, Cha Cha).

Because there are both positive and negatives of community-generated content, we point you toward criteria commonly used by information professionals to evaluate sources of information.

If you provide a resource with community-generated content, you must provide an appropriate script. You may use the script below verbatim, or modify it to fit your answer's tone:

A community of users maintains or edits this source. Because membership in this community may include non-experts, information taken from this source should be verified using other, more reliable sources.

Google Scholar: Google Scholar is a valuable tool as it can be searched freely online. However, many of the articles are not available in full-text format and can only be accessed through proprietary/licensed resources. In consideration of these limitations, we have created a set of policies to help guide you in using this tool.

- Make sure links to Google Scholar articles work properly in the response sent to the user. Take the time to check links prior to sending the message.

- Notice where you are accessing information. If you are accessing articles from school or work, you may be automatically authenticated without realizing it. The user may not have access and should be notified. If you're not sure if the materials are subscription only, take the time to check links on a computer away from campus or email the ipl2 Administration Team for help.

- Provide detailed search steps so the user can duplicate your search.

- Include the full citation for each source. If full citation is not available, provide as much information as possible.

- Always continue to follow the ipl2's rules regarding the use of licensed electronic sources and never provide full text of articles to the user. If they are freely available online, you can link to them.

If you use Google Scholar, you must provide an appropriate script. You may use the script below verbatim, or modify it to fit your answer's tone:

We found answers to your question by using the Google Scholar search engine.

http://scholar.google.com/

Because Google Scholar seamlessly retrieves materials for users authorized to access subscription database resources, you might not have access to these resources directly from your own personal computer.

We have provided the citations for the resources you need and outlined the steps taken in
Google Scholar to show you how we retrieved them. If you are unable to reach them on your own computer, please take the citations to the nearest library for assistance. Some publishers also allow you to purchase individual articles. Many of them include a link for purchase alongside the abstract.

For more information about Google Scholar, see their "About Google Scholar" page.

Using Licensed Print and Electronic (Subscription) Sources: A licensed electronic resource is any resource that is only available to you because you or someone else (your employer, your university) pays for access to it. Grolier's Encyclopedia Americana, Bowker's Books in Print, the online version of the Oxford English Dictionary, GaleNet's databases (Contemporary Authors, BGMI, Discovering Biography, etc.), and OCLC's FirstSearch databases are all examples of licensed electronic resources.

Use print or licensed electronic resources when:

- Useful free sources are not available or provide insufficient information.
- You need to verify information found on the Internet.
- The user has specifically requested sources that are print or subscription based.

If a user's location is stated, you may be able to identify their local library. Visit the library's website to search its catalog and review the books and licensed electronic resources available. In this way, you can direct the user to sources that are local to them.

If you do not know the user's location or you find that their local library is not helpful, you can also use whatever tools you have available to you. It is also acceptable at that point to refer them to particular print sources, associations, newsgroups, mailing lists, and/or other services that may be able to answer their question.

For quick, factual answers

If you're just doing a quick fact check, e.g. using Contemporary Authors to find an author's contact address, copy the relevant information into your reply to the user. Let them know the name of the resource you used (do NOT give its URL since the user won't be able to access it) to find the information, and tell them that this resource might be available to them at their local library.

For everything else

If more than just a fact is needed, more limitations are placed on what you can provide a user. There is an obvious temptation to either: 1) copy and paste the whole text of the article into the e-mail and send it to the user or 2) give the user the URL and tell them to register for a free trial to access it. The ipl2 can't allow option #1 because the ipl2 does not legally have access to that content only you do through your association to work or school. The ipl2 doesn't allow option #2 out of concern for those users who will not be savvy enough to figure out how to negotiate free trials without getting stuck with a bill.

You can either summarize the information from the licensed resource for the user and/or extract up to 3 sentences from it for them, and it must be cited appropriately.

More common, though, would be using the subscription source to find citations of articles. In that case, you can list citations you find in their entirety, though no full texts of articles.

If the resource(s) you recommended are available at a user's local library, encourage the user
to ask a librarian for assistance in finding the citations you've provided. If the resources are not available, encourage the user to ask a librarian what other similar resources might be available.

If you use licensed print or electronic resource, you must provide an appropriate disclaimer. You may use the script below verbatim, or modify it to fit your answer's tone:

This is a licensed print and/or electronic resource that we are recommending to you. You will not be able to access it or get a copy of it without a paid subscription.

We encourage you to take this citation to your local library, which may have a subscription and be able to provide this resource to you for free. Your library may also be able to obtain this resource through interlibrary loan services or some other means.

To find a library near you a good resource to try is LibWeb, found online at:

http://lists.webjunction.org/libweb/

Presentation

Sources or Answer

View more presentations from ipl2: Information You Can Trust.

Download MS PowerPoint of above presentation.

4. Citing Sources

Citing sources involves three components: 1) naming sources, 2) providing direct links to sources that contain the answer, and 3) explaining your decision for recommending a source.
• Name the source: When forming a response, it is important to introduce the source by name. You should include the title of the source and then provide the URL. If the source is a journal article, newspaper article, or print source, provide a complete citation following MLA or APA guidelines.

• Provide direct links to the web page(s) of a source that contains the answer to the user's question whenever possible. If you are unable to link directly to the source (as in the case of a library's online catalog) please provide the most direct link possible, and include instructions to assist the user in locating the information from that point.

The ipl2 emphasizes the need for responses to offer free, reliable sources of information that best match the user's questions. Sometimes, however, information will be equally or better presented from print materials (such as library books) and/or subscription databases.

For print or subscription sources, follow the Licensed Print and Electronic Resources (Subscription Databases) policy and make sure you cite information such as title, publisher, date, etc. If possible, provide information like call numbers or ISBN numbers to help users identify the print resource. Recommend that the user visit the library for help finding similar materials. See if you can find the user's library online and offer a link to this - they are a good resource! (Be cautious about "deep linking" to a library's catalog, as these often time out and become dead links.)

• State why the source was selected. This helps the user understand your process and your selection choices. Evaluating your choices is essential; having the ability to communicate why these sources are the best for this user's question helps to promote information literacy.

Presentation

Citing sources
5. Search Description

Include a succinct and informative description of your search strategy to allow a user to repeat the search if necessary. Your search description shows evidence of the effort you put into the question, and teaches users something about effective search techniques – an important element of the ipl2's teaching mission.

Rules to follow when providing your search description:

- A detailed search description should follow the sources you provide and should allow the user to reach those same sources.
- Keep the search description as short as possible without compromising the meaning.
- Include only the relevant steps that led you to the sources you recommend. You may simplify your own search to make it easier to follow.
- You may want to number or separate the parts of your response or steps in your searches if they are particularly long (especially for responses to school-age users).
- When you use the ipl2's subject collection, link to the subject directory's heading, not with the ipl2's homepage, and then explain to the user the steps you took to locate the subject collection from the ipl2 homepage.
- If you used a search engine to locate sources, explicitly say so and provide the full URL of the search engine, as well as the exact search phrase you used. Type the search phrase on a separate line or set it off with brackets or other punctuation. Include an explanation of any search conventions you used (i.e., Boolean operators, phrase searching, etc.).
- If you used a print, subscription, or other source (such as a phone call, etc.) your user may not be able to duplicate your search exactly. In those cases, provide basic details and tips for how the user could conduct a similar search.
- If you know of a good source of information and went directly to that source, you may choose to inform the user how you know that source and describe the source's authority and quality for answering the question. This is true for sources like Medline Plus, for health information, or American FactFinder, a Census portal, when looking for statistical information on the U.S. population. But, you do need to detail how to maneuver within the source to locate the web page.
- Make your own environment as much like your user's as possible. Log out of any online accounts or services you have, such as Google Books, so that your search results will appear exactly as the user would see them. Being within your personal or university's IP range may make licensed sources available to you in a seamless manner through
Module 1: The Six Mandatory Elements

Google Scholar. As a result, you may unwittingly provide a link to a source that is not available to an ipl2 user. Check links outside that environment.

Presentation

Search Description

6. Closing

Close your response in a friendly and professional way that matches your personal style.

Closings should include:

- A "thank you" for visiting ipl2 and for using the service.
- An invitation to return to ipl2 if more information is required.

The default setting in QRC is to provide the general ipl2 signature on messages to users:

ipl2: Information You Can Trust –– http://www.ipl.org
Serving the Internet community since 1995

Just above the Send button you will see options for the appearance of your name. The default is set to the radio button Do not list my name – you can change this by selecting one of the two other choices. This signature will not appear when typing your answer in QRC, but it will appear in the email that goes out to the user.

Another option is to type a variation of your name at the end of your closing; it will appear
Additionally, the closing will include a script that informs the user where they can locate a tool for viewing any PDF documents that may have been linked to in a source recommend for answering their question. You will not see this in the answer transcript, but the user will see it in the reply.

**Ready Reference Questions**

Hello from the ipl2,

Thank you for your question about who played the Ivan Brothers in the Capital One commercial which aired during the 2010 NCAA Final Four men's basketball games. I was pleased to search for the answer to this interesting question.

The answer to your question is Peter Cornell and Andrew Zahn.

You can find the answer to this question by viewing the photograph available through Peter Cornell’s profile on the website for the Internet Movie Database (“IMDB.com”) (link below). This photograph is of the Ivan Brothers and names the actors.

[http://www.imdb.com/media/rm512003072/nm2580573](http://www.imdb.com/media/rm512003072/nm2580573)

I selected IMDB.com as a source because it is a well known and provides hundreds of thousands of entries with information for television, movies and actors which are updated regularly. Also, while the majority of the information provided on IMDB.com is submitted by the public, 70% of their staff processes the information received.

A community of users maintains or edits this source. Because membership in this community may include non-experts, information taken from this source should be verified using other, more reliable sources.

In addition, the IMDB.com photograph you can call LW1 Talent, Peter Cornell’s agent, at 323-653-5700 to verify that Peter Cornell played one of the Ivan Brothers in the Capital One commercial. The contact information for LW1 Talent can be found on the website for anywho.com.


I chose to contact LW1 Talent because as the talent agent for Peter Cornell, LW1 is in a great position to verify this information. I searched for their contact information using the website for Anywho.com because it affiliated with ATT, a well known and reputable company, and because the information is updated on a regular basis.
I located the first source by first searching Google. I searched for "Ivan Brothers" actors. Several different blogs and websites from the results list mention both Peter Cornell and Andrew Zahn but did not provide any backup or reason for me to rely on these statements. Therefore I continued my search for verification.

http://google.com

I then did a search in IMDB.com.

http://www.imdb.com

I searched using "Peter Cornell" "Ivan Brother", and used quotations so that the search engine looked for the phrase. I selected the page for Peter Cornell’s profile (see link below).

http://www.imdb.com/name/nm2580573/

The first picture under Peter Cornell’s photos is a picture from the Ivan Brothers commercial. When you click on that picture, the names of the individuals playing the Ivan Brothers is displayed.

For the second source, I searched clicked on “agent” next to "contact" on Peter Cornell’s page on IMDB.com. This link indicated that LW1 Talent is the talent agent for Peter Cornell.

http://www.imdb.com/name/nm2580573/

This is a licensed print and/or electronic resource that we are recommending to you. You will not be able to access it or get a copy of it without a paid subscription.

We encourage you to take this citation to your local library, which may have a subscription and be able to provide this resource to you for free. Your library may also be able to obtain this resource through interlibrary loan services or some other means.

To find a library near you a good resource to try is LibWeb, found online at:

http://lists.webjunction.org/libweb/

To obtain contact information for LW1 Talent, I searched the website AnyWho.com.

http://anywho.com/

Under “Find a Business” I searched for the phrase <LW1 Talent Agency> and retrieved the record for the LW1 Talent agency.

http://anywho.yellowpages.com/name/CA/LW1-Talent?from=AnyWho

I first called the number provided to verify that LW1 was in fact Peter Cornell’s agent. I then asked them to verify that he was one of the Ivan Brothers in the Capital One commercial.

I hope this response has fully answered your question. If you still need more information, please write back. Thanks for visiting the ipl2!

Question:
Who are the Ivan Brothers?

(During the 2010 NCAA Final Four men's basketball games, Capital One bank sponsored some really funny commercials about two fictional brothers who left their primitive homeland to play basketball in the USA. Who played the parts of these two men--Big Ivan and Little Ivan? I've searched the Internet with no success. Maybe you can do better. Thanks!)

name: user name
from: user email
confirm: user email
location: Homer, AK USA
area: Entertainment/Sports
reason: Satisfy curiosity
school: No
sources consulted: Internet
Greetings from the ipl2!

Thank you for your question about ways to teach video production to students.

I have found a few sources that I hope will answer your question.

1) The website “Kids’ Vid: Video Production for Students” offers various resources for teachers on how to integrate video production into a curriculum:
   http://kidsvid.4teachers.org/nav_pages/teaching.shtml

   The Kids’ Vid website is powered by the organization titled “4Teachers.org.” The purpose of this organization is to provide ways for teachers to integrate technology into the classroom by offering online tools and resources. This site ultimately helps teachers find online resources. This organization is a reliable source for information regarding the information that you are interested in.

2) The website “A Complete Training Manual of Videotaping and Editing Techniques” offers instruction on the various aspects of video production and even offers links to other training videos as well:
   http://www.angelfire.com/ar2/videomanual1/

   A community of users maintains or edits this source. Because membership in this community may include non-experts, information taken from this source should be verified using other, more reliable sources.

   This website is operated by an individual who may not be an expert on this topic. I do however believe that the information presented on his site is reliable and could be used as supplementary material when teaching video production. By doing a simple search in Google, I was able to find that an organization by the name of “Just Think” recommended the author’s manual as well. That listing can be found here:
   http://www.hiddenheroes.com/resources/links.php

3) The website “Television Production Handbook” provides a complete manual of the many aspects of television production:

   This handbook was created by two individuals who may or may not be experts on the topic. However, I was able to find many other resources created by them involving video production by doing a simple search in Google. They have also been recommended by the Long Island Videographers Association, which is one of the largest and most respected local video associations, and has been used by The Metropolitan State College of Denver. This information can be found on TV Handbook homepage. Therefore, I trust that their information provided is reliable.

   I found the first source by performing a keyword search in the search engine Dogpile using the search terms, “how to teach video production” (quotation marks are not necessary when you actually type it in). I chose the fourth result provided on the first page of results:
   http://dogpile.com/

   I found the second source by performing a keyword search in the search engine Google using the search term, “teaching video production” (quotation marks are not necessary when you actually type it in). I chose the first result provided on the first page of results:
   http://google.com

   I found the third source by searching through the Resources directory of the ipl2:
   http://ipl.org/div/subject/

   From the ipl2's homepage, I selected "Resources by Subject", and
then typed "teaching video production", and chose the second result provided on the first page.

I hope these sources answer your question. Please don't hesitate to contact us again if you need more information.

Thank you for using ipl2.

Question:
Can you suggest a few good sites for teachers who are teaching video production? - What are the basics of creating the story, different types of shots etc? I know how to use the software, just need to improve the quality of my student's story telling.

name: user name
from: user email
confirm: user email
location: Kent, Ohio
area: Education
reason: To improve the instruction of storytelling in my video production classes. (High school level course)
school: No
sources_consulted: edutopia
Each module has multimedia options. Please read each module and refer to the presentations or videos for examples.

- **Rules for using "Ask_Info"**
- **Sample Question and Answer Illustrating the ASK INFO Process**
  - Example #1
  - Example #2

There will be times when the question submitted by the user and their self-reported information does not provide you with enough information to fully research the question. You might wish to conduct a reference interview. In such situations, you may send an email to the user using the "Ask_Info" feature in QRC asking for clarification about their question. Keep in mind, users do not always respond to such requests, so use this option judiciously.

**Rules for using "Ask_Info"**

- **Provide at least one source** with your request for information. This is provided based on your best understanding of the question asked.
- Follow-up if the user replies. You have 24 hours to respond.
- If you are unable to follow through with the question after the reference interview, you must notify the ipl2 Administrative Team immediately using the Post-a-Note feature in QRC.
- Follow these [technical steps](#) to use and customize the Ask_Info script in QRC.

**Sample Question and Answer Illustrating**
Example #1

Let’s work through an example step-by-step.

1. Read the user’s question and self-reported information.

   **Needed by:** no need by
   **Question:** infant metarial motality
   **name:** x
   **from:** x
   **confirm:** x
   **location:** Texas
   **area:** Science
   **reason:** summary
   **school:** Yes

2. Select the Ask_Info script and modify the script based on this specific user's question.

   Here is the first half of the script that has been modified based on the user’s question:

   * Hello from ipl2,
   * We would like to accept your question about infant and maternal mortality, but we need some help from you before we can do so. I believe you are requesting information about both infant and maternal mortality, but please let me know if that is incorrect.
   * Can you tell us more about what you need to know about infant and maternal mortality? Is it related to the United States or some other geographic area?
   * Can you tell us more about your project? It seems that you might be working on an assignment for school. The more we know about it, the better we might be able to help you!

3. Recommend at least one source in your response based on your interpretation of the user's question. Include the six mandatory elements.

   Here is the second half of the script:

   * Based on our interpretation of your question, I have found one source that may help you get started. The source is the U.S. Department of Health and Human Services, a government department. You can see the statistics about U.S. infant mortality here:


   * You can see the statistics about maternal mortality here:

     http://mchb.hrsa.gov/chusa07/hstat/hsi/pages/205mm.html

   * These statistics were published in 2007. If you need something similar but more current, please let me know. I located the information by conducting a search in a search engine – Bing:
I searched using the terms <infant maternal mortality AND statistics>. I browsed through the links until I saw a source I trusted to provide the most accurate information on this topic.

Thanks for visiting ipl2! We look forward to your reply so that we can further answer your question!

Example #2

The user’s question and related information: Notice that the script has been customized for this user!

Needed by: no need by
Question: I looking for death notice in the paper
name: x
from: x
confirm: x
location: Metairie, LA
area: General Reference
reason: I am mason and my lodge would like to have more information about him. We are almost sure he was a mason but, we need the information. Thank you.
school: No
sources_consulted: Social Security Death Index and the 1880 census & 1900 fed census.

Hello from the ipl2,

We would like to accept your question about looking for a death notice in the newspaper, but we need some help from you before we can do so.

*Can you tell us the name of the person whose death notice you are looking for, and the location(s) where they lived and/or died?*

The more information we know about this person, the better we might be able to help you!

Based on our interpretation of your question, we have found the following information to help you get started: the ipl2’s pathfinder on Finding Obituaries, available online:

http://www.ipl.org/div/pf/entry/77286

I have used this resource before multiple times when searching for a specific individual. I also knew this source was available in the list of pathfinders the ipl2 has prepared in the Special Collections area of the website:

http://ipl.org/div/pf/

Thanks for visiting ipl2! We look forward to your reply so that we can further answer your question!

Presentation

The reference interview in a digital reference environment
Module 2: The Reference Interview

View more presentations from ipl2: Information You Can Trust.

Download MS PowerPoint of above presentation.
Ask an ipl2 Librarian Digital Reference Service
Student and Volunteer Training Manual

Module 3: Working with QRC, the Question Answering Interface

Each module has multimedia options. Please read each module and refer to the presentations or videos for examples.

- Introduction to QRC
- Logging In to QRC, Logging Out of QRC, Locating Questions
- Interpreting the Category Screen
- Viewing a Question
- Claiming and Unclaiming a Question
- Sending an Answer to a User
- Disclaimer Scripts and How to Use Them
- The Reference Interview: When User Questions are Unclear
- Requesting Help in QRC from the ipl2 Administrative Team
- Requesting Feedback on Question Answering for Ask an ipl2 Librarian
- Finding Your Answered Questions

Introduction to QRC

This section of the training manual will expose you to the technical processes for working in QRC (pronounced "quirk"). QRC is the ipl2’s question answering interface, where your reference work will take place. It is freely accessible on the web, 24 hours a day, 7 days a week, at: http://qrc.ipl.org

(Logins/passwords are issued upon the completion of the Training Quiz.)

All communication between students, volunteers, and users takes place within QRC. This
is to fully document the entire transaction and also to protect privacy of all those working in QRC.

Communication between the ipl2 Administrative Team, students, and volunteers also takes place within QRC, fostering a collaborative teaching and learning environment in which all parties work together. QRC has features for you to ask for help, offer suggestions to others, and to keep the ipl2 Administrative Team informed of any issues or problems.

All personal feedback provided by the ipl2 Administrative Team will be sent in a private email. Your instructor will be copied on email communications between the ipl2 Administrative Team on all substantive issues.

Logging In to QRC

1. Firefox Internet Browser is recommended when working in QRC. [Download Firefox for free.] Internet Explorer (IE) is also acceptable, but users occasionally experience "technical issues" with QRC's functionality when using IE.

2. To log in, go to: http://qrc.ipl.org and enter your username and password when prompted; both are case-sensitive. If your username/password combination doesn't work, please email the ipl2 Administrative team at ipl@drexel.edu.

Logging Out of QRC

1. To log out of QRC, quit your browser. This is especially important when you are working at a public computer, again for the purposes of protecting the privacy of all people working in QRC. If you do not completely close your browser, when you go to access QRC, you will still be logged in.

Locating Questions

Practice Questions

Practice Questions Categories are shown in red, bold, and italics. Your school is indicated in parenthesis as shown in the example below. Also indicated is the number of Practice Questions unclaimed and available to use out of a total (also in parenthesis).

Practce Ready Reference Questions (FSU) -- 15 unclaimed (of 49)
Practice Research Questions (FSU) -- 36 unclaimed (of 49)

(Remember: You will have permission to access real questions after you have successfully completed all five steps of the training.)

For volunteers, here is an example of what to look for when you are finding your Practice
Module 3: Working with QRC, the Question Answering Interface

Questions:

Practice Ready Reference Questions  - - 15 unclaimed (of 49)
Practice Research Questions      - - 36 unclaimed (of 49)

Click on the category title (Practice Ready Reference or Practice Research Questions) to display the list of currently available reference questions in that category.

Real Questions

The links labeled Ready Reference Questions TBA and Research Questions TBA that are in blue are real user question categories. You are restricted from this area until you successfully complete a Practice Question.

Ready Reference Questions TBA - - 5 unclaimed (of 9)
Research Questions TBA      - - 8 unclaimed (of 18)

Video: QRC Training-Logging in, Locating Categories, Logging Out

http://www.youtube.com/watch?v=TW9PPFejoHM

Interpreting the Category Screen
Here is a brief explanation:

<table>
<thead>
<tr>
<th>Column Heading</th>
<th>What to Look For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claimed by</td>
<td>If this cell is empty, this question may be claimed. Once you claim the question, your username should appear.</td>
</tr>
<tr>
<td>Status</td>
<td>Questions available for claiming have the following labels in the Status column: ACCEPTED, SENT_MSG; ACCEPTED, RECV_MSG; and UNCLAIMED.</td>
</tr>
<tr>
<td>Title/Subject</td>
<td>Question titles are automatically assigned by QRC based on the first characters of the user's question. Reference administrators will sometimes modify them to make them more meaningful. The three letter subject area is selected by the user from a drop-down menu, but may reflect a change made by a reference administrator. The user's specified need-by date is also listed.</td>
</tr>
<tr>
<td>Article #</td>
<td>Each question received in QRC is given a unique identifying number.</td>
</tr>
<tr>
<td>Date Rec’d</td>
<td>This is the date the user's question was received in QRC.</td>
</tr>
<tr>
<td>User Name and Email</td>
<td>All communication between volunteer librarians and students takes place in QRC. Do not email the user directly.</td>
</tr>
</tbody>
</table>

The questions are color-coded. Questions with this background color are available for claiming:

---

**Video: QRC Training-Choosing a Question**
Click on the Title/Subject field to view the complete text of the question and question transcript (numbered list of actions that have happened to the question since it arrived).

### Claiming and Unclaiming a Question

#### Claiming a Question

**Steps for Claiming:**

1. Click on the Title/Subject field.
2. Click on **Claim**. This puts your name on the question.
3. Once you claim a question, you will automatically return to the TBA category that you have claimed the question in. Scroll down to locate your question. You will see your name in the claimed column and the question will now have a light blue background.

**Rules for Claiming:**

- **You must answer the question within 24 hours after you claim it.** If you cannot answer a question within 24 hours, please contact us using the Post-a-Note feature or unclaim the question.
- You are only able to claim one question at a time as a student. Volunteers have different claiming abilities, but will be restricted when there are few available questions.

#### Unclaiming a Question

This action releases you from the question and removes your name from the "Claimed by" column. You may need to unclaim because you are not able to fulfill the answer requirements, have found a more appropriate question, or you can't meet the 24-hour deadline, or a user's
specified need by date.

Steps to unclaim:

1. Click on the Title/Subject field.
2. Click on Unclaim to remove your name.
3. Once you unclaim a question, you will automatically return to the TBA category that you had claimed the question in. Scroll down to check that your name was removed.

**Note**: You will receive an automatic confirmation email when you unclaim a question.

---

**Video: QRC Training-Claiming and Unclaiming**

---

**Steps for Sending an Answer:**

1. Click on the Title/Subject field.
2. Click on the Answer button.
   That will bring up an text box with the user's question.
3. Click your cursor into the box and enter your answer **ABOVE** the user’s question and self-reported information. Above the >>.
4. Leave the entire subject line intact.
5. Review your answer. Be sure that you have included the six mandatory elements and any required disclaimer scripts. Correct any typographical or spelling errors.
6. Choose your signature option. Choose if you would like to have your name listed in full or part, or not at all.
7. Click on the [Send] button.
   *No one else will review your response before it is sent to user.*
8. Check the question transcript.
   Make sure the transcript reads "sent to the original author" and that the status was changed to "Answered."
9. Record your response for course assignment (if needed). You can also use the Find Your Answered Questions option for a complete list of your questions and answers.

---

**Video: QRC Training-Sending an Answer**

http://www.youtube.com/watch?v=8OKYmc-yFyk

---

**Disclaimer Scripts and How to Use Them**

There are several disclaimer scripts available in QRC to be used in accordance with ipl2 policy and as a helpful guide for you. Directions for using the scripts are below.

The types of disclaimer scripts available are:
Directions for How to Use Disclaimer Scripts:

1. Click on the Title/Subject field.
2. Click on the Answer or AskInfo button to bring up the text box, depending on what kind of template you are using.
3. Select the appropriate message from the drop-down menu near the upper middle part of the screen.
4. Click on the Include button to the left of that drop down menu. This will bring up the text of the message in the text box. (Make sure you click on "Include" and not "Send"!)
5. The script is automatically inserted at the top of the text box. Compose your response and cut and paste the disclaimer text to the appropriate area in your answer, NOT at the top of the QRC text box.
6. Click on Send. The message will go directly to the user.
7. Open the question again and read the transcript. You should see your message as one of the items, and it should indicate that it was "sent to patron". You should also see that the status of the question changed.

The Reference Interview: When User Questions are Unclear

You must follow these rules for the content of your response when using "Ask_Info". Then, follow these technical steps:

1. Click on the Title/Subject field.
2. Claim the question.
3. Go back to the question and click on the AskInfo button to bring up the text box.
4. Click include to insert the "Ask_Info" script from the drop-down menu into the QRC text box.
5. Modify the "Ask_Info" script to include a minimum of one source to answer the question you believe the user is asking (use the template provided).
6. Review your response.
7. Select your signature option.
8. Click "Send" to send the response to the user. Your use of the "Ask_Info" feature will automatically set the status of your question to Answered when you send your response to the user.

Note: Users may or may not respond to requests for clarifying information. But, if the user
requests to your "Ask_Info", you are responsible for following-through within the 24 hour time limit.

**Requesting Help in QRC from the ipl2 Administrative Team**

Post-a-Notes are messages that stay in QRC; they do not get sent to the user. Use Post-a-Note to:

- Ask for research help on a question.
- Ask for procedural help from the ipl2 Administrative Team or seasoned volunteers.
- Request an extension on the 24-hour rule for responding after claiming.
- Respond to a request for help from another student or volunteer.
- Offer a resource or tip even if no one created a Post-a-Note message.
- Save work.

The ipl2 Administrative Team, senior reference administrators, and reference administrators will use Post-a-Note to provide guidance and answer questions. When new activity occurs on a question, the question will be displayed in bold font on the main category page. Each time you open a question, scroll down the entire transcript to make sure you have read the latest question activity.

Steps for creating a Post-a-Note:

1. Click on the Title/Subject field.
2. Click on Post-A-Note to bring up an text box.
3. Enter your text or questions. If you are requesting help, click on the radio button next to the words "Need Help."
4. Click on Post. Make sure the button says "Post-a-Note" and not "Send". If it does say "Send", you are using the wrong function and your message will go to the user. Press your browser's back button and begin again from Step 2.
5. Check the question transcript. You should see your text posted at the end of the transcript. If you are posting a "Need Help" message, make sure that the question is bright yellow in color and that the question's status is changed.

**Video: QRC Training-Post a Note**
As user "thank you's" are received for only a small fraction of the total number of answered questions, many reference students are left wondering: How am I doing? Here are guidelines for you to request feedback on your answered questions.

1. **Who may request feedback?**

Each reference student may request feedback on a question that they have answered by sending a response to the user. You may not request feedback on a question you didn't answer.

*Note:* If you need help prior to answering the question and sending a response to the user, you will only be able to use the Need Help and Post-a-Note features to receive assistance.

2. **Why request feedback?**

There are a myriad of reasons for seeking feedback on your work: you may be uncertain about the quality of your response to the user, you may be curious about how others might answer the user's question, you may want encouragement being new to email reference or to librarianship in general, and such.

3. **When to request feedback?**

If you would like feedback on your answer, please request this feedback immediately after sending the response to the user.

We ask that you request feedback immediately after the response is sent to the user because Reference Administrators, Senior Reference Administrators, and the ipl2 Administrative Team are busily working behind the scenes to move answered questions out of categories, making room for newly received questions needing answers.

Therefore, if you don't request feedback in a timely manner, your answered question may have
already been transferred out of the TBA category to make way for questions needing answers.

4. How often can you request feedback?

You may request feedback for a maximum of 3 answered questions per term, once per question.

However, it is important to remember that the ipl2 has limited staff and is primarily run by volunteer efforts. Therefore, while we will strive to provide feedback each time it is requested, there are instances where there may not be enough staff or volunteers to immediately respond to your request.

5. Who will be providing feedback?

The ipl2 Administrative Team, Senior Reference Administrators, Reference Administrators, and seasoned reference volunteers will be responding to your requests for feedback.

6. What type of feedback will be provided?

The type of feedback you will receive will be either:

1. directly related to your stated reason for requesting feedback, or,
2. constructive comments about the specific response you sent to the user, as well as tips, helpful hints for additional research, and encouragement.

We do not condone feedback that is negative or unprofessional in nature. If you receive feedback of this kind, please contact the ipl2 Administrative Team immediately.

7. How will you know if you have received a response to your request for feedback?

All feedback will be provided in QRC, and will be visible to all persons working in QRC. For your convenience, you will receive an automatic email message from QRC indicating that you have received feedback.

8. Can you respond to the feedback you received?

Sure! Upon reading the feedback, you may engage in conversation with those who provided feedback and all persons working in QRC by using the Post-a-Note feature. Please do not contact the person or persons providing feedback with their personal email address on record in a question's transcript in QRC.

Steps for requesting Feedback:

1. First, you must answer the question you claimed.
2. Click on the Title/Subject field.
3. Click on \textit{GetFeedback} to bring up the text box.
4. Communicate your request for feedback.
5. Click "Post" to send your request for feedback and make it visible in QRC.

Once your request for feedback has been submitted, your question's color will be highlighted.
and the Status column will be changed to "ANSWERED, FEEDBACK_REQ". This alerts others that feedback has been requested.

When feedback has been provided, the color of the question will be changed and the question's status in the Status column will be set to "ANSWERED, FEEDBACK_RCV, NEW". You will receive an automatic email alert when feedback has been provided. Clicking on the Title/Subject of the question will permit you to view the feedback provided:

If multiple people provide feedback, the messages will be ordered by date/time feedback is submitted.

Finding Your Answered Questions

At the end of each day, the ipl2 Administrative Team reviews all answered questions, checking to make sure that they meet ipl2 standards of quality. Most questions are then moved out of the To Be Answered (TBA) categories. When this happens, they are "inactivated" but are still accessible to you.

If you do need to find a single question or all of your answered questions, there is a simple way to do this:

- Click on "Find Your Questions" (when you are logged on in QRC).
- Click on submit query.
- The box that comes up has the number of questions you've answered. These numbers are hyperlinked and when you click on a number, it takes you to the questions you've answered.

Summary of questions answered by Ima Librarian

Download report as tab-delimited text or formatted text | view the query program

If you cannot find the question you are searching for, email the ipl2 Administrative Team at ipl@drexel.edu with all the details you have (title, keywords, date, etc). The entire text will be sent to you.
Each module has multimedia options. Please read each module and refer to the presentations or videos for examples.

i. **Source Type: Free, Web-based vs. Print and Licensed Electronic Resources**
   a. Free, Web-based Sources
   b. Print and Licensed Electronic Sources (Subscription Databases)

ii. **Finding Sources**
   a. Directories
   b. Search Engines
   c. Deep Web
   d. Referrals

iii. **Search Strategies and Techniques**

---

i. **Source Type: Free, Web-based vs. Print and Licensed Electronic Resources**

a. Free, Web-based Sources

The *Ask an ipl2 Librarian* digital reference service focuses on using free Internet resources. While you should not exclude print or subscription sources, using freely-available sources when possible ensures that all our users will have access to the information. Remember, some of our users have no library access or have limited library resources.

b. Print and Licensed Electronic Sources (Subscription Databases)
Databases)

A licensed electronic source (database) is any resource that is only available to you because you or someone else (your employer, your university) pays for access to it. Grolier's Encyclopedia Americana, Bowker's Books in Print, the online version of the Oxford English Dictionary, GaleNet's databases (Contemporary Authors, BGMI, Discovering Biography, etc.), and OCLC's FirstSearch databases are all examples of licensed electronic resources.

Use print or licensed electronic resources when:

- Useful free sources are not available or provide insufficient information
- You need to verify information found on the Internet
- The user has specifically requested sources that are print or subscription based

If a user's location is stated, you may be able to identify their local library. Visit the library's website to search its catalog and review the books and licensed electronic resources available. In this way, you can direct the user to sources that are local to them. If you do not know the user's location or you find that the user's local library is not helpful, you can also use whatever tools you have available to you. It is also acceptable at that point to refer them to particular print sources, associations, newsgroups, mailing lists, and/or other services that may be able to answer their question.

If more than just a fact is needed, more limitations are placed on what you can provide a user. There is an obvious temptation to either: 1) copy and paste the whole text of the article into the e-mail and send it to the user or 2) give the user the URL and tell them to register for a free trial to access it. The ipl2 can't allow option #1 because the ipl2 does not legally have access to that content only you do through your association to work or school. The ipl2 doesn't allow option #2 out of concern for those user who will not be savvy enough to figure out how to negotiate free trials without getting stuck with a bill.

You can either summarize the information from the licensed resource for the user and/or extract up to 3 sentences from it for them, and it must be cited appropriately. More common, though, would be using the subscription source to find citations of articles. In that case, you can list citations you find in their entirety, though no full texts of articles.

If the resource(s) you recommended are available at a user's local library, encourage the user to ask a librarian for assistance in finding the citations you've provided. If the resources are not available, encourage the user to ask a librarian what other similar resources might be available.

If you use licensed print or electronic resource, you must provide the appropriate script.

ii. Finding Sources

There are many channels to use in locating sources of information to answer a user's question. We recommend that you use human-created directories, like ipl2, coupled with search engines that search the surface Web. Remain mindful that there are places where search engine spiders don't crawl – the Deep Web.

a. Directories

Directories provide access to resources organized by broad subject-based hierarchies. Librarian-created directories are good places to start research, as they contain sites that have been carefully reviewed by information professionals. Site searches are often available but you may find that browsing through the hierarchies to be more fruitful as site searches vary in effectiveness. Use of directories will help broaden your knowledge of available sites in a way that search engines cannot. One directory you should be familiar with for searching includes the ipl2, whose collection consists of the resources vetted by the Internet Public Library and the Librarians' Internet Index:

- **ipl2: Information You Can Trust**

  The ipl2 is created and maintained by library and information science students and volunteer librarians from around the world, and supports the resources formerly searchable via the Librarians' Internet Index. The collection is best searched, although there is a browsing feature. Take time to explore the ipl2 website reviewing the collections and the linked resources. Try searching for information on topics of interest to you to get a feel for the layout of the site.

  The ipl2 has a collection of other Web Directories in its Reference section.

  The ipl2 also offers Frequently Asked Questions (FAQs) and Pathfinders on particular topics. Both are available on the left menu of the homepage.

  **Frequently Asked Questions (FAQs)**

  FAQs are brief guides to the sources both online and in print specific to questions that have been frequently asked by ipl2 users. They are divided into the following subject areas:

  - Books and Libraries
  - Business and Consumers
  - History and The Future
  - People
  - Government and Culture
  - Science and
  - Words and Phrases

  **Pathfinders**

  Pathfinders are expert guides created for a range of topics, organized by the following broad subject areas:

  - Arts and Humanities
  - Business and Consumers
  - Computers and Internet
  - Education and Libraries
  - Entertainment, Leisure and Hobbies
  - General Reference
  - Health, Medicine and Nutrition
  - History and War
b. Search Engines

Keep in mind that many ipl2 users are already comfortable using the Internet. They may have already tried straightforward search engine searches, such as through Google, before asking their question. That does not mean you should avoid search engines; use your expertise to search skillfully with effective search statements, then evaluating each result that you use. Avoid the temptation of using search engines to the exclusion of all other tools. You may miss the most authoritative websites on some topics.

Choose the most appropriate search engine for your question. Consult sites that compare search engines such as Internet Tutorials or Search Engine Watch.

The ipl2 has a collection of Search Engines links in its Reference section.

c. Deep Web

Search engines such as Google and Yahoo are powerful tools for searching the web but they do not index everything on the web. For example, search engines do not have access to proprietary information such as subscription databases or company intranets; registration-only sites; and preformatted files such as Word documents or Excel spreadsheets. Also, images, audio, and video will be indexed in varying levels of detail by the different search engines.

Explore the nature of the search tool you are using by asking, "What is the scope of the resources searched and how does search tool function?" In other words, find out what and how you are searching.

c. Referrals

The most common and helpful referral you can make is to the user's local library. Often a library is the only source for more information or the kind of help the user needs, and by successfully connecting the user with local resources you can provide more effective service.

If you know your user's location, direct them to their local library website, provide specific contact information, and/or point out relevant tools or services (e.g., Interlibrary Loan, microfilm readers). Avoid using library jargon without explanation (such as "ILL", "OPAC").

If you don't know the user's location, refer users to this resource called LibWeb to locate a library near them. If you do know the user's general location (e.g., state in the United States, but not city or town), provide the user with the link that will permit them to view the libraries at the nearest geographic level (e.g., state listings if the user provided their state).

You might also want to look for statewide, regional, or even local electronic services. Many library systems and groups have services such as live chat reference service or online database access. For instance, the State of Michigan has the Michigan e-Library ("MeL"), which offers Michigan residents a wide range of subscription databases. Another example of a statewide service is "Q and A NJ", a chat reference service for New Jersey students and residents.

You can find a list of State libraries as well as statewide/regional digital services in the ipl2's State Libraries collection.
Of course, many local libraries offer their own online services and materials; check individual websites for that information. Such resources can be invaluable and give people access to materials and services the ipl2 cannot provide.

You might also find it helpful to refer users to other organizations or institutions such as local history societies, state libraries, professional associations, listservs/message boards, or other groups in that subject area. Use this only in addition to other tools and resources you are already providing the user.

### iii. Search Strategies and Techniques

After reviewing your selected question and all the supplementary information submitted by the user via the Ask an ipl2 Librarian form, take a few minutes to identify all the concepts expressed in the user's question. You want to be certain that you answer all parts of question(s) and to answer the question(s) as specifically as possible.

Consider the concepts expressed in the following reference question:

*Can you please help me find rehabilitation clinics for my teenage son who is addicted to alcohol? It would be best if it were close to our home in Peoria, Illinois because I am looking for a day or non-residential program.*

- Concepts/keywords: alcohol addiction, rehabilitation, clinics, teenagers, male, Peoria, Illinois, non-residential
- Alternative keywords: alcoholism, treatment, programs, adolescents

Search statements are formed using Boolean logic, which organizes concepts into sets using operators:

- **AND** joins terms in a search and narrows the search to only records containing all of your search terms.
- **OR** Broadens your search through the connection of synonyms or similar terms.
- **NOT** narrows a search by eliminating terms.

An exemplary search statement follows:

(alcoholism OR addiction) AND (rehabilitation OR treatment) AND (programs or clinics) AND (teenagers OR adolescents) AND Illinois NOT residential

Alternatively, for this question, you could use a directory.

The ipl2’s [Health and Medical Sciences > Alcohol, Drugs and Tobacco](http://ipl2.org/HMS/ADT) page contains a link to the [U.S. Department of Health and Human Services’ National Clearinghouse on Drugs and Alcohol Information](http://dhhs.gov/), which links to this program locator website.
View more presentations from ipl2: Information You Can Trust.
Download MS PowerPoint of above presentation.
Each module has multimedia options. Please read each module and refer to the presentations or videos for examples.

- Authority
- Currency
- Objectivity
- Coverage
- Accuracy/Verifiability
- Relevance

Authority

Anyone can publish anything from anywhere for any reason on the web. Evaluating the authority of sources from which you provide answers is of vital importance.

When evaluating the authority of websites, you should first try to identify the author, the writer of the content. The author can be an individual or a corporate entity. If you can identify authorship, you should verify that this person or entity is sufficiently credentialed to provide information on the topic. You can use encyclopedias, biographies, or search engines to conduct background checks on authors. Also, try to identify the sponsor of the website. Consider if the sponsor could have an agenda that might influence the content of the site being sponsored.

You should provide answers from sources that are authoritative. Consider these examples:

Does this site have an author?

http://www.pinknoiz.com/coldwar/
Module 5: Evaluating Sources

- Is this author an expert?
  
  http://www.virusmyth.net/aids/

- Who is the sponsor of this site?
  
  http://www.factcheck.org/

**Currency**

For each website, dates should be provided for the start of the site and all subsequent revisions. Note the dates listed for a website may not represent the date of publication for content accessed through the site as some websites will link to many different sources. *Answers.com* is an example of one such site.

For some questions, finding the most current information is more important than others. Questions in the areas of science, technology, health, politics and civic information often require the latest information for accuracy. Other areas such as art, literature, and history do not necessarily require the most current information.

Some authoritative sources make older content available for free online but keep the most recent versions fee-based.

**Objectivity**

To determine objectivity, investigate the possible bias of the author. Through a background check or prior knowledge, you can determine whether an author or sponsor might have a bias regarding the user's question.

Next, if there is advertising, determine whether it is clearly identified and separated from information content.

Finally, examine the website to see if it presents more than one point of view about the topic.

- Is this site objective?
  
  http://www.fairus.org/site/PageServer?pagename=iic_immigrationissuecenters6ce3

- How about this one?
  
  http://www.martinlutherking.org/

- Is this medical science or a product promotion?
  
  http://www.lucidal.com/

**Coverage**

http://training.ipl.org/div/backroom/refvols/students/module5.html[8/17/2010 1:12:44 PM]
When considering how well a source covers a certain topic, examine the following:

- Is the site complete or under construction?
- Is the information supported through citations to other works?
- If there is a print equivalent, does the web source contain the same amount of information?
- Are links annotated and do they relate to the content of the source?
- Is the information freely available? Is only a part of the information free with a significant part costing a fee?
- Is special software needed to view web content, such as Adobe or a Microsoft application?

The best way to determine the accuracy of a source is to verify the information it provides with another source. This is one of the reasons why ipl2 policy requires that you provide answers from at least two different sources if at all possible. Check for errors in the content and in the presentation of statistical information. Also, look for references to support the content and/or try to determine if any editorial process exists for the source.

Check to see if the information you found answers the user's question completely, in part or not at all. Simply because something is on the topic of interest does not mean it will answer the question. Investigate fully the potential usefulness of the source to the user. If a source is only tangentially related to a user's question, then indicate that is the case.

Also, consider the age of the user. It is highly unlikely that the same sources relevant to an adult asking about the history of civil war in the United States will be relevant to a grade school student.

Presentation

Evaluating sources
View more presentations from ipl2: Information You Can Trust.

Download MS PowerPoint of above presentation.
Module 6: Responding to Questions Submitted By Youth

Ask an ipl2 Librarian Digital Reference Service
Student and Volunteer Training Manual

Each module has multimedia options. Please read each module and refer to the presentations or videos for examples.

- Kindergarten through Grade 2
- Grades 3-5
- Grades 6-8
- Sample Youth Questions and Answers
  - Example 1
  - Example 2

This guide is designed to help ipl2 students and volunteers appropriately research and respond to questions from children in grades K-8 as a supplement to ipl2 training. If you have any questions or suggestions on these documents, please contact the ipl2 Administrative Team at ipl@drexel.edu.

Kindergarten through Grade 2

For this age group, it is safe to assume that an adult most likely wrote the question. Generally, an adult will also assist a child of this age group to read the suggested site. Children can understand text read to them that is above their current reading level. If you recommend a website that you think is above the reading level of the child, suggest that an adult assist the student in reviewing the sites you suggest.

Select websites with:

- Many pictures
- Short simple sentences
- 1 and 2 syllable words
Uncluttered format

Your Response: An adult will mostly likely read your response out loud to the child, but respond to the child not the adult.

- Use short, simple sentences.
- Use 1 and 2 syllable words.
- Get to the point. Specify answers and point to them directly:

**Ready Reference question:**

- List the name of the website
- List the website URL, including URLs for more specific pages
- State where on the site you found the answer and offer specific clues (e.g., Look at the first sentence on the page).

You may include the answer in your response.

**Research question:**

- List the name of the website
- List the website URL, including URLs for more specific pages

If there are several parts to the answer, start a new section for each part. Use blank lines to separate sources or parts of your answer. If you are providing a list of sources, list each source on a new line. **Number each source and list the website name in quotations.** If you are not able to find adequate sources or provide an adequate response to the question, include text that refers the child to their school or public librarian, or teacher as appropriate.

**Tools:** This tool gives only an approximate grade level readability result.

Microsoft Word provides a tool to check the grade level readability of Word documents. To turn on this option, go to the Tools menu, then Options, then the Spelling & Grammar tab; check the box "Show readability statistics", then click OK. Flesch-Kincaid Grade Level scores will be reported when you run a spelling and grammar check (shortcut F7).

### Grades 3-5

**Select websites with:**

- Some pictures
- Simple graphs (e.g. bar or line graphs displaying high temperature each month)
- Outline format (e.g. headings with short answers)
- Simple or compound sentences
- Predominantly 1 to 2 syllable words, some everyday 3 syllable words

**Note:** If you cannot find appropriate websites at this age level, be sure to include a note in your response which suggests the student asks for help reviewing the site. Example: "Have an
adult help you read and view this site." Also suggest the student review print or subscription resources in the school or public library.

Your Response:

- Use simple or compound sentences.
- Use predominantly 1 to 2 syllable words, and some everyday 3 syllable words.
- Get to the point. Specify answers directly.
- Use short narratives to clarify.

Ready Reference question:

- List the name of the website
- List the website URL
- State where on the site you found the answer, including URLs for more specific pages.
- State clues to finding the answer (e.g. Major highways are shown by thick red lines. Highway numbers are in white shapes that look like shields.)

You may include the answer in your response.

Research question:

- List the name of the website
- List the website URL
- Explain what the child can expect to find on this site (e.g. You can find the state bird of Kansas on this site.)

If there are several parts to the answer, start a new section for each part. Use blank lines or numbers to separate sources, parts of your answer, or steps. If you are providing a list of sources, list each source on a new line. Number each source and list the website name in quotations. If you are not able to find adequate sources or provide an adequate response to the question, include text that refers the child to their school or public librarian, or teacher as appropriate.

Tools: This tool gives only an approximate grade level readability result.

Microsoft Word provides a tool to check the grade level readability of Word documents. To turn on this option, go to the Tools menu, then Options, then the Spelling & Grammar tab; check the box "Show readability statistics", then click OK. Flesch-Kincaid Grade Level scores will be reported when you run a spelling and grammar check (shortcut F7).

Select websites with:

- Text narratives or outline presentation
- Pictures, graphs and graphics if available
**Module 6: Responding to Questions Submitted By Youth**

**Note:** If you cannot find appropriate websites at this age level, find those that are as close as possible. Also suggest the student review print resources in the school or public library.

**Your Response:**

- Use simple and compound sentences.
- Present found information using short, descriptive narratives. Paragraph form is acceptable, but keep it short! For very long descriptions, consider numbering or separating steps by lines.

**Ready Reference question:**

- List the name of the website
- List the website URL, including URLs
- For more specific pages, suggest where on the site the child can look for the answer (e.g. Geography sections list rivers, lakes and mountains.)

You may include the answer in your response.

**Research question:**

- List the name of the website
- List the website URL, including URLs
- For more specific pages, explain what the child can expect to find on this site (e.g. You can find out about the geography of Kansas on this site.)

If there are several steps to the answer, list each on its own line. If you are providing a list of sources, list each source on a new line. **Number** each source and **list the website name in quotations.** If you are not able to find adequate sources or provide an adequate response to the question, include text that refers the child to their school or public librarian, or teacher as appropriate.

**Tools:** This tool gives only an **approximate** grade level readability result.

Microsoft Word provides a tool to check the grade level readability of Word documents. To turn on this option, go to the Tools menu, then Options, then the Spelling & Grammar tab; check the box "Show readability statistics", then click OK. Flesch-Kincaid Grade Level scores will be reported when you run a spelling and grammar check (shortcut F7).

---

**Sample Youth Questions and Answers**

**Example 1**

Greetings from the ipl2!

Thank you for your question about what happens to a balloon when it is in a cold temperature or at room temperature. I did some research, and I think that these websites can help you:

1) The first website is called the experimentals:
http://www.abc.net.au/science/experimentals/experiments/episode17_1.htm

This link is quite long and could break, so here is a shortened version for your convenience.

http://tinyurl.com/26wclh6

The experimental is the official website for a TV science show from Australia. The experimental is a show about science, just for kids. The presenters are real scientists who like to help kids learn about science. This site explains why a balloon is changed by hot or cold air. It also shows and tells how to do an experiment. I found this site by using the search engine Ask Kids:

http://www.askkids.com

I typed “hot and cold balloon experiments” into the search box (you don't need to use the “ ” marks).

2) I found two helpful pages from the website called Science Kids at Home:

http://www.sciencekidsathome.com/science_topics/hot_air.html

This link is quite long and could break, so here is a shortened version for your convenience.

http://tinyurl.com/2shlmv

On this page, you can read about the differences between hot air and cold air. Science Kids at Home is a good website because it is for both kids and parents who want to learn more about science by doing fun experiments at home.

And on this page:

http://www.sciencekidsathome.com/science_experiments/hot_air_balloon_inflating.html

This link is quite long and could break, so here is a shortened version for your convenience.

http://tinyurl.com/23nd8rk

you can read about an experiment comparing balloons in hot and cold air with a balloon in room temperature air. I found this website by using the search engine Ask Kids:

http://www.askkids.com

I typed “hot and cold balloon experiments” into the search box (you don't need to use the “ ” marks).

3) The third site I found is called HOTCHALK:

http://www.lessonplanspage.com/ScienceExHotAirMoreSpaceThanColdAirMO68.htm

This link is quite long and could break, so here is a shortened version for your convenience.

http://tinyurl.com/2abf59c

This website is for teachers, but can be used by anyone. The page that I found tells how to do an experiment with balloons and hot and cold air. It is a lesson plan for a teacher to use in their class, but you can use it to do a science experiment at home. HOTCHALK is a good site for your question because the information is by teachers for teachers, and it explains science in a way that is easy to understand.

I found HOTCHALK by using the search engine Ask Kids:

http://www.askkids.com

I typed “Fun Easy Science Experiments with Balloons” into the search box (you don't need to use the “ ” marks).

Thanks for your question. If you need more help, please email us again. Thanks for visiting the ipl2!

Question:
I need help on a science fair project and it is about what happens when a balloon is in cold temperature and when it is in room temperature please help me.
Hello from the ipl2!

Thank you for your question on where Paul Revere had his midnight ride. I have found some sources that will provide you with the answer.

(1) I first found the answer at America's Homepage, written by Steven Thomas:

http://ahp.gatech.edu/midnight_ride_1775.html

This site gives an account written by Paul Revere on where he went on his midnight ride, and what he encountered along the way. The author of this website has taken historical documents written by famous American figures and put them on the internet.

To find this site, I went to Dogpile and typed in "Paul Revere midnight ride":

http://www.dogpile.com

(2) I also found the answer from the Paul Revere Memorial Association, who rescued the Paul Revere House:

http://www.paulreverehouse.org/ride/real.shtml

This site gives an account of where he went, and also has a map of his trip.

To locate this site, I used the search engine Ask and typed in "Paul Revere midnight ride":

http://www.ask.com

After clicking on the link to the Paul Revere House, I selected "The Real Story of Revere's Ride".

Additionally, at this website you can also look at a virtual version of his midnight ride, recreate his midnight ride, and read Revere's own words on his midnight ride.

I hope this answers your question! Please contact us again if you need more help. Thank you for using the Internet Public Library!
This Checklist is particularly helpful when first beginning with us. It is designed to guide you through the steps of answering a question. We recommend you print out this page and keep it as a handy reference while you are learning.

**Claiming the question:**

- I determined I can answer the question within 24 hours
- I pressed "Claim" to set the status to Claimed.
- If I determined that I could not answer the question, I unclaimed it.

**Understanding the patron's question:**

- I reviewed the entire question and patron information thoroughly.
- I considered the patron’s entire situation and determined what type of resources and style of answer to provide.

**Reseaching the question:**

- I searched the ipl2 for potential resources.
- I attempted to find other free web resources.
- I determined how necessary subscription or print sources would be and searched those if needed.
- I referred patron to local library or other local organization for more info.
- I kept track of the sources I used and how I found them.
- I evaluated my resources to ensure they were authoritative.
  - If I was unable to find any authoritative sources, I made sure I found many sources confirming the same facts or I did not use those sources.
- I evaluated my resources to ensure they did not violate the ipl2's policies for use of subscription sources.
- If I got stuck on answering a question, I did one or more of the following:
I set the status to "Need Help" and added a follow-up explanation using "Post-A-Note" about what I already did and where I need help.

I contacted the ipl2 Administrative Team (ipl@drexel.edu) or my instructor for help.

I evaluated my resources to determine if they were appropriate for my patron's situation and that, if I were this person, I would find them useful.

I decided to try a different question, so I unclaimed this one.

**Constructing an answer:**

- I included a greeting.
- I acknowledged the patron's question.
- I provided a direct link to the answer within the response whenever possible.
- I cited the source(s) accurately and appropriately linked them, with complete information so the patron could find them again.
  - I included http:// or https:// or ftp:// in front of each link, with a line space above and a line space below.
  - If I used a subscription source, I explained this clearly and informed the patron about the need to visit a library to use it.
- I explained how I found this resource by explaining my path and mentioning why a resource I went to was useful, or in some other way letting the patron know where this resource came from or why it is useful.
- I closed my message in a friendly and professional way.

**Before sending your answer:**

- I proofread my answer for grammar errors, typos, etc.
- If I used Word or another word processing program to compose my response and then copied and pasted it in the text box in QRC, I double-checked the formatting.
- I double-checked all URLs to ensure that they work and are correctly formatted.
- I once again evaluated the clarity and usefulness of my answer to this patron.
- I pressed "Send" and sent out my answer!