Attn: Prof. Nadia Caidi
Faculty of Information
University of Toronto
45 Willcocks Street, #335
Toronto, Ontario
M5S 1C7

ondemandbookservice@gmail.com

On Demand Book Service

Survey for Community Information Providers

As information professionals and students of the Faculty of Information at the University of Toronto, our mission is to provide universal access to books and other information resources. We believe that universal access must include Canada's remote and rural First Nations communities.

This semester we have undertaken a project to explore an alternative way to provide First Nations libraries and readers with books and other reading materials. It's an idea that uses the Internet, computers, and relatively low-cost printing and bookbinding methods to bring the world of online contents into the hands of readers. It's called the On-Demand Book Service (ODBS).

The On-Demand Book Service (ODBS) would enable members of your community to choose from a list of online titles, then print and bind an actual book... all in one visit to the library (or another central space in your community)! We've already conducted a few classroom experiments and have tested the process in action. We are very excited about this ODBS project, and after learning about it, we hope you will be too.

Our vision is to have users download and print online contents using an all-in-one book printing system that plugs into your computer and the Internet. First, users would browse an ODBS web site (a portal) to search through digital book collections. These collections would include current standards such as the Internet Archive, and could even be expanded to include contents that users create themselves (such as, for example, newsletters, artwork, poems, recipes, or children's stories). Since it's online, the ODBS web portal could be expanded to include other media such as video and audio files. Our goal is to make the ODBS as easy to use as possible.

We are currently studying how to make this vision practical, affordable, useful, and relevant to the needs of remote and rural First Nations. To create an actual book (or print other materials), the equipment needed would consist of a computer with an internet connection, a printer, a cutter/scorer machine, and supplies (paper, binding material, and cartridges). We want to design a system that meets the budgetary constraints and resource needs of small libraries, like those in remote and rural First Nations. But to do this well, and to understand all the challenges, we need your input.

We ask you, for the purpose of this survey, not to think about whether you have all the equipment available or not. Rather, the purpose of this survey is to gather information about potential partners who may be interested in this project, as well as to learn about your community's library and its needs. This information will also help us assess what online books/content could be useful to you and your community. In other words, this survey is to help us understand better your work environment, the kinds of materials and contents that are needed by your users, and how we can partner with you on this and future ODBS projects.

We really value your input, so please take a moment to answer our questions. It will take you at most 15 minutes to complete the survey (you are not obligated to answer all questions, if you don't want to).

For more information about our project, we have a website for the ODBS on K-NET at www.odbs.knet.ca. Or you can email ondemandbookservice@gmail.com for more information. We thank you in advance for your time!

Thank-you for your time and participation.

We would like to gather some basic information about you and your community. Please tell us about yourself.

1.) Which community do you live in?

2.) Which organization do you work/volunteer for?

3.) What is your current job title/occupation?

4.) Which language(s) do you speak or read?

5.) How many hours per day do you spend using computers while at work?
(Select ONE)

☐ Less than 1 hour

☐ 1-2 hours

☐ 3-5 hours

☐ 6-8 hours

☐ More than 9 hours

6.) How many hours per day do you spend helping others use computers while at work? (Select ONE)

☐ Less than 1 hour

☐ 1-2 hours

☐ 3-5 hours

☐ 6-8 hours

☐ More than 9 hours

7.) What type of Internet connection does your organization have? (Select ONE)

☐ Dial-up/Phone line

☐ Digital subscriber line (DSL)

☐ High-speed cable

☐ High-speed satellite

☐ We don't have a connection

☐ I'm not sure

We would like to ask you some questions about the different information sources you use.

8.) Which Internet service provider does your organization use? (Select ONE)

☐ K-Net
☐ Other commercial service
☐ I'm not sure

9.) What materials do members of the community currently have access to? (Select a maximum of THREE)

☐ Books
☐ Web pages
☐ Videos/DVDs
☐ Books on CD/Digital books
☐ Comics/Graphic novels
☐ Newspapers/Magazines
☐ Newsletters
☐ Other

10.) What materials would you like to have access to? (Select a maximum of THREE)

☐ Books
☐ Web pages
☐ Videos/DVDs
☐ Books on CD/Digital books
☐ Comics/Graphic novels
☐ Newspapers/Magazines
☐ Newsletters
☐ Other

11.) Are you interested in accessing historical information such as treaty documents, Hudson's Bay Company archives, or materials from Indian and Northern Affairs Canada? (Select ONE)

☐ Very interested
☐ Somewhat interested
☐ Somewhat disinterested
☐ Not interested

- ☐ Health information
- ☐ Career and job skills
- ☐ Hobbies and recreation
- ☐ Do-it-yourself guides
- ☐ Fiction
- ☐ Non-fiction

13.) What other topics would your community members be interested in (for example, educational resources, news, etc)?

14.) If you were able to print your own books or materials, what would you produce?

15.) Would members in your community be interested in writing and printing their own content? (Select ONE)

- ☐ Very interested
- ☐ Somewhat interested
- ☐ Somewhat disinterested
- ☐ Not interested

16.) If members of your community could print their own books or materials what content would they like to print? (Select a maximum of THREE)

- ☐ Fictional Stories
- ☐ Non-fiction/Real-life stories
- ☐ Children's Stories/Illustrations
- ☐ Textbooks for school or trades
- ☐ Cookbooks
- ☐ Pamphlets/Brochures
- ☐ Community newsletters
- ☐ Yearbooks/School photos
- ☐ Manuals
- ☐ Magazines/zines
- ☐ Other

12.) What topics would members of your community be most interested in? (Select ALL that apply)

We would like to ask you about the public facilities and organizations in your community.

17.) Which are the most used public spaces in your community? (Select a maximum of THREE)

☐ Band Office
☐ Library
☐ School
☐ Literacy Centre
☐ Health Centre
☐ Recreation Centre
☐ Community Centre
☐ Museum/Archive
☐ Other

18.) What would be the best place in your community to access the book printing/making equipment we propose?

19.) Would you like more information about how you can get involved in this project? (Select ONE)

☐ Very interested
☐ Somewhat interested
☐ Not interested

20.) If you don't have a Public Library in your community, how interested would you be in having one?

☐ Very interested
☐ Somewhat interested
☐ Somewhat disinterested
☐ Not interested

21.) If you would like a Library in your community, where would be the best place to put it? (Select ONE)

☐ Band Office
☐ School
☐ Literacy Centre
☐ Health Centre
☐ Recreation Centre
☐ Community Centre
☐ Cultural Centre/Museum/Archive
☐ In its own building

22.) If you want more information on the ODBS, or would like to give us feedback, please include an email address where you can be reached.

Thank you for your time!

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On Demand Book Service

Survey for the Public

As information professionals and students of the Faculty of Information at the University of Toronto, our mission is to provide universal access to books and other information resources. We believe that universal access must include Canada's remote and rural First Nations communities.

This semester, we have undertaken a project to explore an alternative way to provide First Nations libraries and readers with books and other reading materials. It's an idea that uses the Internet, computers, and relatively low-cost printing and bookbinding methods to bring the world of online content into the hands of readers. It's called the On-Demand Book Service (ODBS).

The On-Demand Book Service (ODBS) would enable you to choose from a list of online titles, then print and bind an actual book... all in one visit to the library (or another central space in your community)! We've already conducted a few classroom experiments and have tested the process in action. We are very excited about this ODBS project, and after learning about it, we hope you will be too.

Our vision is to have users download and print online contents using an all-in-one book printing system that plugs into your computer and the Internet. First, users would browse an ODBS web site (a portal) to search through digital book collections. These collections could even be expanded to include contents that users create themselves (like newsletters, artwork, poems, recipes, or children's stories). Since it's online, the ODBS web portal could be expanded to include other media such as video and audio files.

The next step would be for users to print the pages of the book using a printer. The last step would be to bind the pages into a book using special, easy to use equipment.

The purpose of this survey is to gather information about the potential users of this ODBS, and what kinds of information and content you want and need the most. We'd also like to know about the facilities in your community.

We really value your input, so please take a moment to answer our questions. It will take you, at most, 15 minutes to complete the survey (you are not obligated to answer all questions, if you don't want to).

For more information about our project visit the website for the ODBS, on K-NET, at www.odbs.knet.ca. Or, you can email ondemandbookservice@gmail.com for more information. We thank you in advance for your time!

We would like to gather some basic information about you. Please tell us about yourself.

1.) What is your age? (Select ONE)

☐ 12 or under
☐ 13 to 20
☐ 21 to 40
☐ 41 to 60
☐ 61 and above

2.) What is your gender? (Select ONE)

☐ Male
☐ Female

3.) Which community do you live in?

4.) Which language(s) do you speak or read?

We would like to ask you some questions about the different information sources you use.

5.) How much do you enjoy reading books? (Select ONE)

☐ I love reading
☐ I like reading
☐ It's okay
☐ I dislike reading
☐ I greatly dislike reading

6.) If you enjoy reading books, how often do you read them? (Select ONE)

☐ Every day
☐ Several times a week
☐ Once a week
☐ Once a month
☐ Once a year
☐ Never

7.) What about computers? How often do you use computers? (Select ONE)

☐ Every day
☐ Several times a week
☐ Once a week
☐ Once a month
☐ Less than once a month

8.) What types of websites do you visit? (Select a maximum of THREE)

☐ Social/Meeting/Friend's pages
☐ Career/Job/Employment
☐ Homework/Research
☐ Entertainment/Music/Videos
☐ Gaming
☐ News
☐ Browsing for fun
☐ Downloading software
☐ Chatting/Instant messaging
☐ Email
☐ Other

9.) What are the top THREE (3) websites you visit most often for work, school or fun?

10.) Have you ever downloaded a digital copy of a book? (Select ONE)

☐ Yes
☐ No
☐ I'm not sure

11.) What subjects or topics are you usually interested in? (Select a maximum of THREE)

☐ Health information
☐ Career/Skills development
☐ Hobbies/Sports
☐ Do-it-yourself guides
☐ Fiction
☐ History/Traditional knowledge
☐ Children's or youth books
☐ Cookbooks
☐ Other

12.) Are there any other topics or subjects you are interested in?

13.) Are you interested in accessing historical information such as treaty documents, the Hudson's Bay Company archives, or materials from Indian and Northern Affairs Canada? (Select ONE)

☐ Very interested
☐ Somewhat interested
☐ Somewhat disinterested
☐ Not interested

14.) What materials do you think children and youth in your community would like to access the most? (Select a maximum of THREE)

☐ Books
☐ Websites
☐ Videos/DVDs
☐ Books on CD/Digital books
☐ Comics/Graphic novels
☐ Newspapers/Magazines
☐ Children's books/Colouring books
☐ Newsletters

15.) In your everyday life, what sorts of materials do you use the most? (Select a maximum of THREE)

☐ Books
☐ Web pages
☐ Videos/DVDs
☐ Books on CD/Digital books
☐ Magazines/Comics
☐ Newsletters
☐ Other

16.) Would you have any interest in creating/writing your own books and printing them? (Select ONE)

☐ Yes
☐ No
☐ Maybe

12.) Are there any other topics or subjects you are interested in?

13.) Are you interested in accessing historical information such as treaty documents, the Hudson's Bay Company archives, or materials from Indian and Northern Affairs Canada? (Select ONE)

☐ Very interested
☐ Somewhat interested
☐ Somewhat disinterested
☐ Not interested

14.) What materials do you think children and youth in your community would like to access the most? (Select a maximum of THREE)

☐ Books
☐ Websites
☐ Videos/DVDs
☐ Books on CD/Digital books
☐ Comics/Graphic novels
☐ Newspapers/Magazines
☐ Children's books/Colouring books
☐ Newsletters

15.) In your everyday life, what sorts of materials do you use the most? (Select a maximum of THREE)

☐ Books
☐ Web pages
☐ Videos/DVDs
☐ Books on CD/Digital books
☐ Magazines/Comics
☐ Newsletters
☐ Other

16.) Would you have any interest in creating/writing your own books and printing them? (Select ONE)

☐ Yes
☐ No
☐ Maybe

17.) What kinds of materials would you be interested in self-publishing? (Select a maximum of THREE)

- ☐ Fiction
- ☐ Non-fiction
- ☐ Children's books
- ☐ Textbooks
- ☐ Pamphlets
- ☐ Community newsletters
- ☐ Yearbooks
- ☐ Manuals
- ☐ Cookbooks
- ☐ Zines
- ☐ Other

We would like to ask you about the public facilities and organizations in your community.

18.) Which public space(s) in the community do you use the most often? (Select a maximum of THREE)

- ☐ Band Office
- ☐ Library
- ☐ School
- ☐ Literacy Centre
- ☐ Health Centre
- ☐ Recreation Centre
- ☐ Community Centre
- ☐ Museum/Archive

19.) What would be the best place in your community to access the book printing equipment we propose?

20.) If you don't have a Public Library in your community, how interested would you be in having one?

- ☐ Very interested
- ☐ Somewhat interested
- ☐ Somewhat disinterested
- ☐ Not interested

21.) If you would like a Library in your community, where would be the best place to put it? (Select ONE)

- ☐ Band Office
- ☐ School
- ☐ Literacy Centre
- ☐ Health Centre
- ☐ Recreation Centre
- ☐ Community Centre
- ☐ Cultural Centre/Museum/Archive
- ☐ In its own building

22.) If you want more information on the ODBS, or would like to give us feedback, please include an email address where you can be reached.
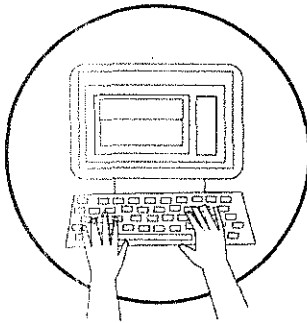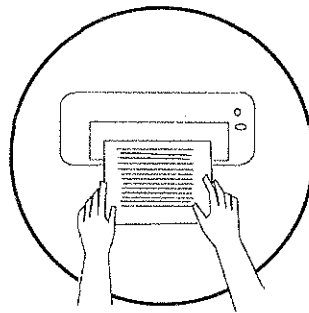
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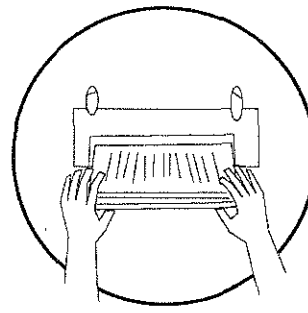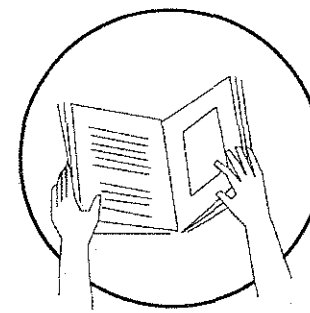
ON DEMAND BOOK SERVICE!

SEARCH!   **PRINT!**   **MAKE!**   **READ!**

ON DEMAND BOOK SERVICE: What do you want to read today?

The purpose of the **On-Demand Book Service** (ODBS) is to support the joy of reading in rural and isolated First Nations communities in the context of learning, knowledge sharing and history recording.

Using free online content accessed via a web portal that is developed with community members, or content developed by the local community, you can create physical copies of texts using ODBS printing and bookbinding equipment!

Search! Look for digital books through a customized internet portal that will help you find what you're interested in.

Print! Print out a copy of the book on paper, using a regular laser printer.

Make! Cut the paper, stack it, add thicker paper for the cover and glue it together. It's easy! Ask us about the bookbinding options that are available.

Read! The book is yours to enjoy. Read it anywhere!

Questions? Comments? Want to get involved?

Contact us!

ondemandbookservice@gmail.com

ODBS c/o Nadia Caidi
I-School (Faculty of Information)
University of Toronto
45 Willcocks St, Rm 335
Toronto, ON, M5S 1C7

Visit us!

www.odbs.knet.ca

ON DEMAND
BOOK SERVICE
ODBS

SEARCH!   PRINT!   MAKE!   READ!

ON DEMAND BOOK SERVICE: What do you want to read today?
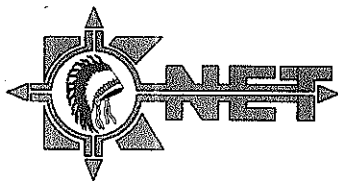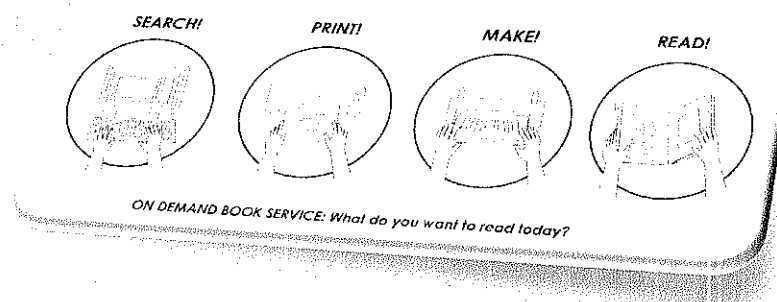
What do you want to read today?

Library & CEO Name		General Se				Facilities			Computer						
Library Name	Library CEO Name	Resident Population Served	Contracting Population Served	Number of Active Cardholder	Total Resident and Contracting Household Served	Number of Service Points	Number of Library Branches Including Main Library	Total Weekly Hours of Operation	Public Access Computer Workstation	Number of Public computer Workstatio with OPAC Access	Number of Public Computer Workstatio with Internet Access	Number of Public Computer Workstation with CD Roms	Contact Information	Notes/Communicati	Assigned Student
Alderville FN	Eileen Simpso	314	0	126	0	1	1	20	4	4	4	4	Alderville FN Public Library 11696 Second Line Road Roseneath, ON K0K 2X0 Tel: 905-352-2488 Fax: 905-352-1080 esimpson@eagle.ca http://www. aldervillelearningcentre. com/index.htm	No response after two emails sent	Celene Faludi
Algonquins of Pikwakanagon FN	Estelle Zohr	412	0	175	0	1	1	20	6	0	6	6	Algonquins of Pikwakanagan FN Public Library 1657A Mishomis Inamo Pikwanagan Golden Lake, ON K0J 1X0 Tel: 613-625-2402 Fax: 613-625-2332 library@pikwakanagan. ca http://www. algonquinsofpikwakanaga	No response after two emails sent	Celene Faludi
Aundeck-Omni-Kaning FN	Norma McGra\	331	0	40	0	1	1	20	6	0	6	0	Aundeck-Omni-Kaning FN Public Library 13 Hill Street Little Current, ON P0P 1K0 Tel: 705-368-3696 Fax: 705-368-3563 aokpubliclibrary@hotmail	No response after email sent	Fiona Martel
Big Grassy FN	Kitty Gale	223	0	165	0	1	1	51	9	0	9	9	Big Grassy FN Public Library Beach Road P.O. Box 453 Morson, ON P0W 1J0 Tel: 807-488-5916 Fax: 807-488-5345 bglibrary@bgfn.on.ca http://www.bgfn.on. ca/library.htm	Member of FN Strategic Plan Liaison Committee There has been extensive communication with Kitty Gale via Adam Fiser, videoconference on Feb 19, 2009 and several emails following	Dominika Solan
Bkejwanong FN	Jaclyn Sands	2,178	0	470	0	1	1	26	11	11	11	11	Bkejwanong First Nation Public Library Tecumseh Road Walpole Island First Nation, ON N8A 4K9 Tel: 519-627-7034 Fax: 519-627-7035 library@wifn.org http://www. bkejwanonglibrary. com/index.html	Member of FN Strategic Plan Liaison Committee No response after email sent	Fiona Martel
Chippewas of Georgina Island FN	Karen Foster	187	0	126	0	1	1	37.5	6	1	5	6	Chippewas of Georgina Island FN Public Library Broken Front 8/Joseph Snake Road Georgina Island, ON L0E 1R0 Tel: 705-437-4327 Fax: 705-437-3946 karenfoster@knet.ca	Member of FN Strategic Plan Liaison Committee Contacted March 6 & March 15, 2009 - No reply	Dominika Solan

First Nation	Contact	Pop.											Library Contact Info	Response Status	Staff
Chippewas of Kettle & Stony Point FN	Beverly Bressette	1,217	0	403	0	1	1	20	3	1	2	2	Chippewas of Kettle & Stoney Point FN Public Library 6218 Indian Lane RR #2 Forest, ON N0N 1J0 Tel: 519-786-2955 Fax: 519-786-6904 bevb@xcelco.on.ca	Contacted March 6 & March 15, 2009 - No reply	Dominika Solan
Curve Lake FN	Susie V. A. Taylor or Patricia Taylor	720	0	259	0	1	1	25	4	0	4	4	Curve Lake FN Public Library 22 Winookeeda Street Curve Lake, ON K0L 1R0 Tel:705-657-3217 curvelakepl@hotmail.com http://www.curvelakefn.com/library.htm	No response after email sent	Noa Bronstein
Delaware FN	Darryl Stonefi	566	0	369	0	1	1	20	9	0	9	9	Delaware Nation Public Library R.R. #3 Thamesville, ON N0P 2K0 Tel: 519-692-3411 Fax: 519-692-5522 dkstonefi@yahoo.ca http://windsoressex.cioc.ca/details.asp?RSN=6469	No response after email sent	Noa Bronstein
Garden River FN	Irene Gray	1,073	0	115	0	1	1	40	9	0	9	9	Garden River FN Public Library 7 Shingwauk Street Garden River, ON P6A 6Z8 Tel: 705-946-3933 Irene.gray@gardenriver.ca http://www.gardenriver.ca/index.asp	No response after email sent	Noa Bronstein
Henvey Inlet FN	Debbie Fox	160	0	52	0	2	2	32.5	4	0	4	4	Henvey Inlet FN Public Library 354B Pickerel River Road Pickerel, ON P0G 1J0 Tel: 705-857-2222 Fax: 705-857-3021 maheengun12@hotmail.com	No response after email sent	Noa Bronstein
Iskatewizaagega FN	Irene Ross	329	0	40	0	1	1	20	11	10	11	11	Iskatewizaagegan #39 FN Public Library P. O. Box 5 Kejick Post Office Shoal Lake, ON P0X 1E0 Tel: 807-733-3621 or 807-733-3697 or 807-733-3685 Fax: 807-733-3635 i_ross38@hotmail.com	No response after email sent	Noa Bronstein
Kanhiote-Tyendinaga Territory FN	Karen Lewis	2,086	0	1,626	0	1	1	20	6	0	6	5	Kanhiote Tyendinaga FN Public Library 1644 York Road Tyendinaga Mohawk Territory Deseronto, ON K0K 1X0 Tel: 613-967-6264 Fax: 613-396-3627 karenl@library.tyendinaga.net www.tyendinaga.net/volunteer/kanhiote/	Member of FN Strategic Plan Liaison Committee No response after email sent	Noa Bronstein

Name	Contact											Address	Status	Staff
Magnetawan FN	Wanda Nogan	81	0	62	0	1	1	24	4	0	2	4	Magnetawan FN Public Library R.R. #1 PO Box 15 Britt, ON P0G 1A0 Tel: 705-383-2477 Fax: 705-383-2566 mfnlibrary@hotmail.com	No response after email sent	Kim Le
Mattagami FN	Patsy Mckay	186	0	51	0	1	1	30	1	0	1	1	Mattagami FN Public Library P.O. Box 99 Mattagami, ON P0M 1W0 Tel: 705-894-2003 Fax: 705-894-2386 msh@onlink.net	No response after email sent	Kim Le
M'Chigeeng FN	Karen Corbiere-Genereux	891	0	250	0	1	1	37.5	4	0	2	4	M'Chigeeng FN Public Library P.O. Box 331 M'Chigeeng First Nation M'Chigeeng, ON P0P 1G0 Tel: 705-377-5540 Fax: 705-377-5080 sandrab@lakeviewschool.	No response after email sent	Kim Le
Michipicoten FN	Wendy Peters	59	0	60	0	1	1	25	4	4	4	4	Michipicoten FN Public Library R.R. #1 Site 8, PO Box 1 Wawa, ON P0S 1K0 Tel: (705) 856-1993 ext. 219 Fax: (705) 856-1642 library@michipicoten. com	No response after email sent	Kim Le
Ninda-Kikaendjigae-Wigammik	Daphne Johns	714	0	132	0	1	1	23	2	0	2	2	Ninda-Kikaendjigae-Wigammik FN Public Library R.R. # 5 Wiarton, ON N0H 2T0 Tel: 519-534-1508 Fax: 519-534-2130 daphnejohnston@nawash	No response after email sent	Kim Le
North Caribou FN	Beatrice Kana	699	0	70	0	1	1	40	2	0	2	2	North Caribou FN Public Library PO Box 158 Weagamow Lake, ON P0V 2Y0 Tel: 807-469-1288 Fax: 807-469-1132 beatricekanate@knet.ca	No response after email sent	Kim Le
Ojibways of Onegaming FN	Geraldine Kell	436	0	188	0	1	1	20	4	0	3	3	Ojibways of Onegaming FN Public Library P.O. Box 509 Nestor Falls, ON P0X 1K0 Tel: 807-484-2612 Fax: 807-484-2352 onigamingfn@yahoo. com	No response after email sent	Nathifa Gerier
Ojibways of the Pic Rivers FN	Glenda Michano-Nabigon	481	0	125	0	1	1	35	6	0	6	6	Ojibways of the Pic Rivers First Nation Public Library PO Box 216 Heron Bay, ON P0T 1R0 Tel: 807-229-0630 Fax: 807-229-1944 gnabigon@picriverisp. net	No response after email sent	Nathifa Gerier

First Nation	Contact	Pop.											Library Contact	Response	Assigned
Oneida FN		2,023	0	0	0	0	0	0	0	0	0	0	Oneida FN Public Library 2315 Keystone Place Southwold, ON N0L 2G0 Tel: 519-652-3271 Fax: 519-652-3271 cnicholas@standingstone	Positive email response from Corey Nicholas Monday, March 9, 2009: "Thank You. I would be very interested in helping out where I can. Corey"	Nathifa Gerier
Rainy River FN	Viola Medicine	373	0	75	0	1	1	35	6	6	6	6	Rainy River FN Public Library PO Box 450 Bear Street Emo, ON P0W 1E0 Tel: 807-482-2479 Fax: 807-482-1502 library.manitou@bellnet.ca	No response after email sent	Nathifa Gerier
Sachigo Lake FN	Annie Tait	489	0	100	0	1	1	40	2	2	2	2	Sachigo Lake FN Public Library PO Box 50 Sachigo Lake, ON P0V 2P0 Tel: 807-595-2535 Fax: 807-595-1305 taitannie@gmail.com	No response after email sent	Nathifa Gerier
Seine River FN	Susan Johnson	312	0	64	0	1	1	24	7	7	7	7	Seine River FN Public Library PO Box 124 Mine Centre, ON P0W 1H0 Tel: 807-599-2870 Fax: 807-599-2871 srlibrary@bellnet.ca	No response after email sent	Nathifa Gerier
Shawanaga FN	Chelsie Sousa	176	0	170	0	1	1	20	4	0	4	4	Shawanaga FN Public Library 2 Church Street Nobel, ON P0G 1G0 Tel: 705-366-2029 Fax: 705-366-2013 csousa_20@hotmail.com	No response after email sent	Amber Wilde
Sheshegwaning FN	Debra Cada	99	0	72	0	1	1	25	7	0	4	7	Sheshegwaning FN Public Library PO Box 1 Sheshegwaning, ON P0P 1X0 Tel: 705-283-3014 Fax: 705-283-4038 debracada@hotmail.com	No response after email sent	Amber Wilde
Temagami FN	Jennifer Potts Paul	233	0	200	0	1	1	20	8	0	8	8	Temagami FN Public Library Bear Island Post Office Bear Island, ON P0H 1C0 Tel: 705-237-8876 Fax: 705-237-8959 tfnpl@ontera.net http://www.temagamifirstnation.ca/PublicLibrary.htm	No response after email sent	Amber Wilde
Wahta Mohawk FN	Shirley Sahanatien	169	0	60	0	1	1	37.5	3	0	3	3	Wahta FN Public Library 2664 Muskoka Road Wahta Mohawk Territory, ON P0C 1A0 Tel: 705-762-2354 Fax: 705-756-2376 library@wahta.ca	No response after email sent	Amber Wilde
Wasauksing FN	Carol M. Pegahmagabo	378	0	1,068	0	1	1	28	2	2	2	2	Wasauksing FN Public Library PO Box 250 Parry Sound, ON P2A 2X4 Tel: 705-746-2531 Fax: 705-746-5984 wpl@vianet.ca	No response after email sent	Amber Wilde
Whitefish Lake FN	Vivian Napons	358	0	250	0	1	1	20	3	3	3	3	Whitefish Lake FN Public Library PO Box 39 Naughton, ON P0M 2M0 Tel: 705-692-9901 Fax: 705-285-4532 library@wlfn.com	No response after email sent	Amber Wilde

Wikwemikong FN	Sheri Mishibinijima									Wikwemikong FN Public Library 34A Henry Street Wikwemikong, ON P0P 2J0 Tel: 705-859-2692 Fax: 705-859-385 smish@amtelecom.net	Member of FN Strategic Plan Liaison Committee No response after email sent	Amber Wilde

Survey Design Rationale Information and Worksheet

This document is intended to summarize the development of the survey and justify the choice of questions included.

It also proposes questions for debate, relating to the application of OCAP to the survey process, and the legacy of the 2009 ODBS Survey.

Survey history and development:

Feb. 5 Survey as research tool evaluated and approved.

Feb.8 Celene starts a fresh thread on Moodle asking for people's input into the survey—both from the teams and community. Originally intended to address the information needs of all the ODBS groups (contents, outreach and systems). Questions come in from Systems (Feb. 9), Outreach (Feb 11), and contents (Feb. 20).

~ Celene, Nathifa, Fiona, and Mark construct survey, edit survey and post survey.

Feb. 10 Survey Team begins putting the survey up on Moodle. It is not visible to the public, only to administrators.

~ **Feb 11** Class comments on the survey questions using Moodle threads. Comments address survey audience, wording, suggests changes, gives feedback etc…

Feb 15 Adam Fiser comments and suggests we specify who the survey is for, he also comments on all questions, and the structure of the survey.

Feb 23 Mark, Celene and Dom meet with Nadia Caidi to discuss "final" draft. It is decided at this meeting that:
1. There will be 2 surveys
2. The scope will be revised
3. The survey will be online and print
4. Data may, or may not be analyzed by our class.
Summed up in an email document.

Feb. 24 Angie Morris comments on the survey blurb. Shares her announcement of the project to YICT's on Moodle

March 3 Feedback from class on Moodle concludes

~ Multiple revisions and versions of the survey questions, introductions, structure – extensive edits by survey team and Nadia and Adam.

~**March 5** Thirty-one FN librarians contacted—Five respondents reply with interest

March 10 Brian Beaton gives feedback

March 15 First version of print survey compiled by Nathifa

March 16 Online survey goes live. Print version and online version intended for simultaneous release. Delays and edits prevent this. Also, little uptake from communities in terms of response to emails—want to wait to promote the survey until after we have heard back from librarians.

Survey Analysis

Two surveys were produced. One is targeted at Community Information Providers and will describe the information environment of those who serve FN users. The second is intended for the Public Users in Northern FN communities. It will describe the information environment of the intended ODBS user group.

In order to capture the widest range of potential users both surveys are available in online and paper formats. We realize that some respondents may not have easy access to the Internet or may be uncomfortable sharing information in an online context.

For Information Professionals:

Survey section	Purpose	Use to community/ODBS/FN libraries/K-net
Introduction	-To introduce respondents to the project and survey	-Identifies the researchers and our goals. -Describes the ODBS system and project. -Allows potential partners to learn about the project and determine if the ODBS could be useful in their workplaces, or whether anything about its description might be objectionable. -Gives respondents context to survey questions and encourages them to answer the questions with the project and its purpose in mind.
Demographic Information	-To find out location, work function, language preference, computer usage/connectivity. -Will help place respondents in context.	-Helps to identify potential partners. -Will provide insight into the respondent's environment -Will reveal trends among similar demographic groups. -Will reveal demographic gaps and reveal which groups are over or underrepresented in the results.

Information Sources	-To understand materials users have access to, would like to have access to. -Will gauge level of interest in self-publishing.	-Will help determine the scope of current collections and what additional acquisitions users may benefit from. -Learning which content users desire will positively affect programming decisions. -Will increase the understanding of resource needs.
Public Facilities/Organizations	-Describes uses of public space -Determine suitable place for ODBS to be housed	-This section could indicate which public meeting spaces are being utilized or underutilized. -Could also inspire spaces to be altered and used in more productive ways. -Will determine how employees conceive of the values and uses of community spaces.
Contact us!	-To give survey respondents more information and a chance to be involved.	-Welcomes participation from the community, and reminds everyone that U of T intends to remain accountable for all aspects of the ODBS project. -Invites respondents to take an active role in the development of the ODBS

For the Public:

Survey section	Purpose	Use to community/ODBS/FN libraries/K-net
Introduction	-To introduce the project and survey	-This section helps the public to understand what the ODBS is, and also welcomes their participation in its creation. -Could inspire personal written works to be prepared by members for ODBS style publication. -Gives the respondents context to survey questions and encourage them to answer the questions with the project, and its purpose, in mind.
Demographic Information	-To find out location, age, gender, language preference. -To contextualize answers	-Useful for learning about respondent's environment. -Will help gauge public interest in using the ODBS. -Will provide insight into the person that has provided specific answers and will reveal any trends among similar demographic groups.

Information Sources	-To understand how much people like reading, how often they do it. -Computer usage/e-book usage. -Topics of interest. -Materials users have access to, would like to have access to, what topics, if they have an interest in self publishing.	-This section would point to what technology is especially relevant for the different communities. It could inspire changes in education, or a different utilization of current resources. -Will provide insight into the person that has provided specific answers and will reveal any trends among similar demographic groups. -Will reveal gaps in demographics and show what groups are over or underrepresented.
Public Facilities/Organizations	-Use of public space, best place for ODBS	-Could be useful for pointing out alternative spaces in the community that members make use of. -Will reveal what spaces community members feel comfortable using. -When compared with the information professionals survey it will show if there are any discrepancies between the two.

Contact us!	-To give survey respondents more information and a chance to be involved.	-Useful for ensuring that the public understands the level of participation that is possible with this project, and the level of ownership they possess to the ODBS. -Invites potential users to become involved in the development of the ODBS.

OCAP

How do the principles of OCAP apply to the survey?

Ownership: Who owns the survey? Who owns the information collected in the survey?
How is this ownership manifest?
Can ownership be shared?
What are the social dynamics of ownership (i.e. how do people react to what is theirs vs. what is someone else's)
What are the responsibilities that come along with ownership?

Control:
Are all kinds of information to be controlled with the same rigor?
Who are the gatekeepers of information?

Access:
Is access equal for all? Should it be?
What mechanisms need to be in place for the appropriate level of access to be available?
Should the duty to inform the community of their right to access information, and the mechanisms through which they can access it, lie with the 2125 team?
Where does this duty end?

Possession:

What does possession entail?
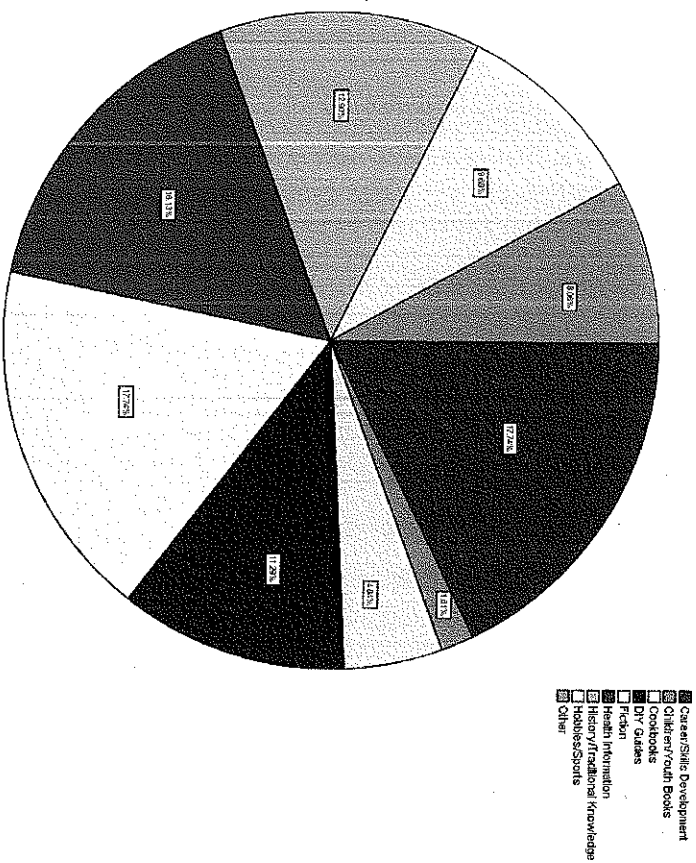Are there barriers to possession?
Other questions?

Legacy

How will this information be collected and analyzed?
Who will be responsible for collecting and analyzing the data?
How will the data be shared?
Who will it be shared with?
Who will be responsible for sharing it?
Will there be subsequent iterations of the survey?
How will the process of survey creation be archived?
What is the best way to communicate our goals/accomplishments/process to future researchers and the community?
Who will be responsible for the continuation of the project?

The survey team is made up of Celene Faludi, Mark Gelsomino, Nathifa Grier and Fiona Martel. Assisted by Dominika Solan and Systems (esp. Margaret Lam).

Subjects of Interest

ODBS Community Research Survey: Subjects of Interest

- Career/Skills Development
- Children/Youth Books
- Cookbooks
- DIY Guides
- Fiction
- Health Information
- History/Traditional Knowledge
- Hobbies/Sports
- Other

Interest in Self Publishing Chart

ODBS Community Research Survey: Interest in Self-Publishing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Children's Books	9	16.7	16.7	16.7
	Community Newsletters	4	7.4	7.4	24.1
	Cookbooks	2	3.7	3.7	27.8
	Fiction	12	22.2	22.2	50.0
	Magazines/Zines	3	5.6	5.6	55.6
	Manuals	2	3.7	3.7	59.3
	Non-Fiction	9	16.7	16.7	75.9
	Pamphlets	4	7.4	7.4	83.3
	Text Books	2	3.7	3.7	87.0
	Yearbooks	7	13.0	13.0	100.0
	Total	54	100.0	100.0	

Interest in Self Publishing

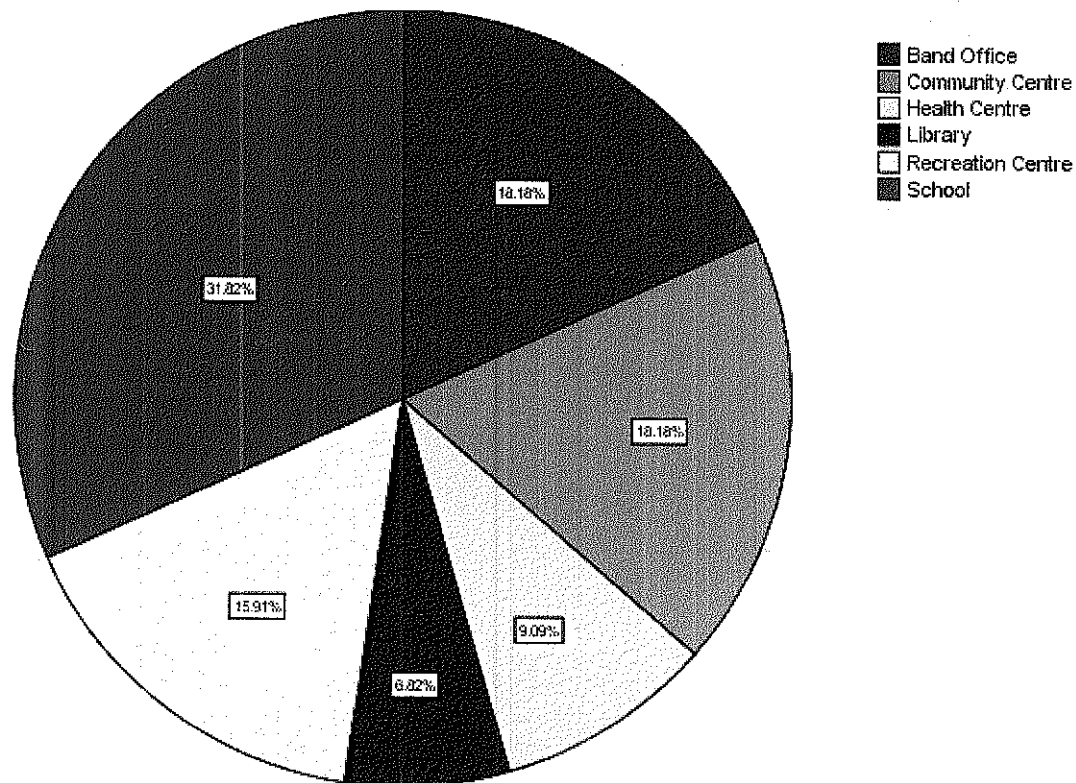ODBS Community Research Survey: Interest in Self-Publishing
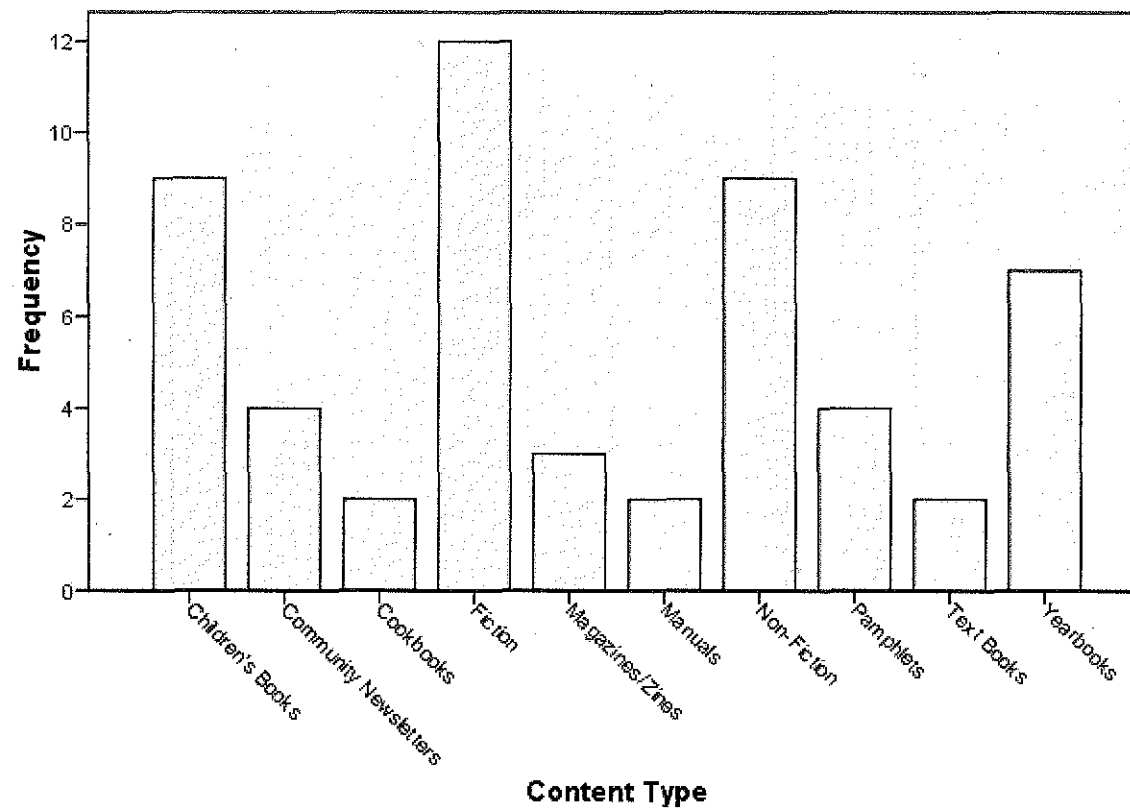
Most Used Public Spaces Chart

CIDBS Community Research Survey: Most Used Public Spaces

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Band Office	8	18.2	18.2	18.2
	Community Centre	8	18.2	18.2	36.4
	Health Centre	4	9.1	9.1	45.5
	Library	3	6.8	6.8	52.3
	Recreation Centre	7	15.9	15.9	68.2
	School	14	31.8	31.8	100.0
	Total	44	100.0	100.0	

Most Used Public Spaces

ODBS Community Research Survey: Most Used Public Spaces

Legend:
- Band Office
- Community Centre
- Health Centre
- Library
- Recreation Centre
- School

18.18%
31.82%
18.18%
15.91%
9.09%
6.82%

Interest in Public Libraries Chart

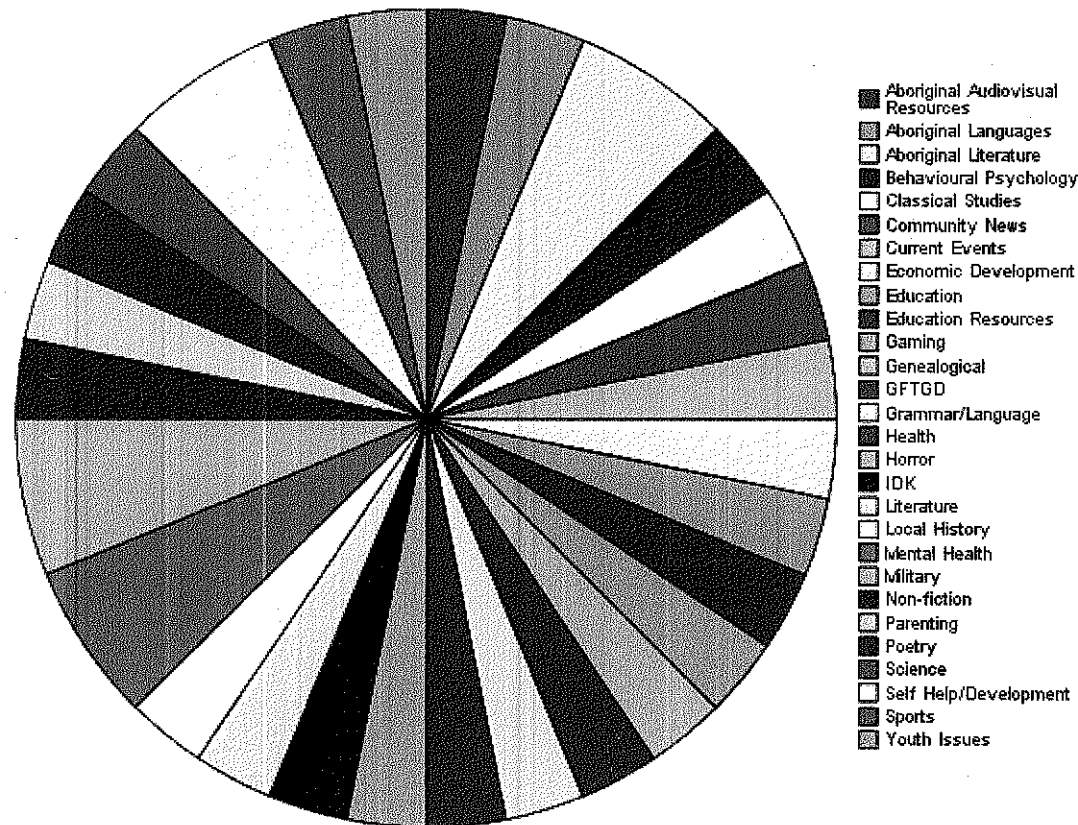**ODBS Community Research Survey: Interest in Public Libraries by Communities without Libraries**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disinterested	2	13.3	13.3	13.3
	Very Interested	13	86.7	86.7	100.0
	Total	15	100.0	100.0	

Interest in Public Libraries

ODBS Community Research Survey: Interest in Public Libraries by
Communities without Libraries
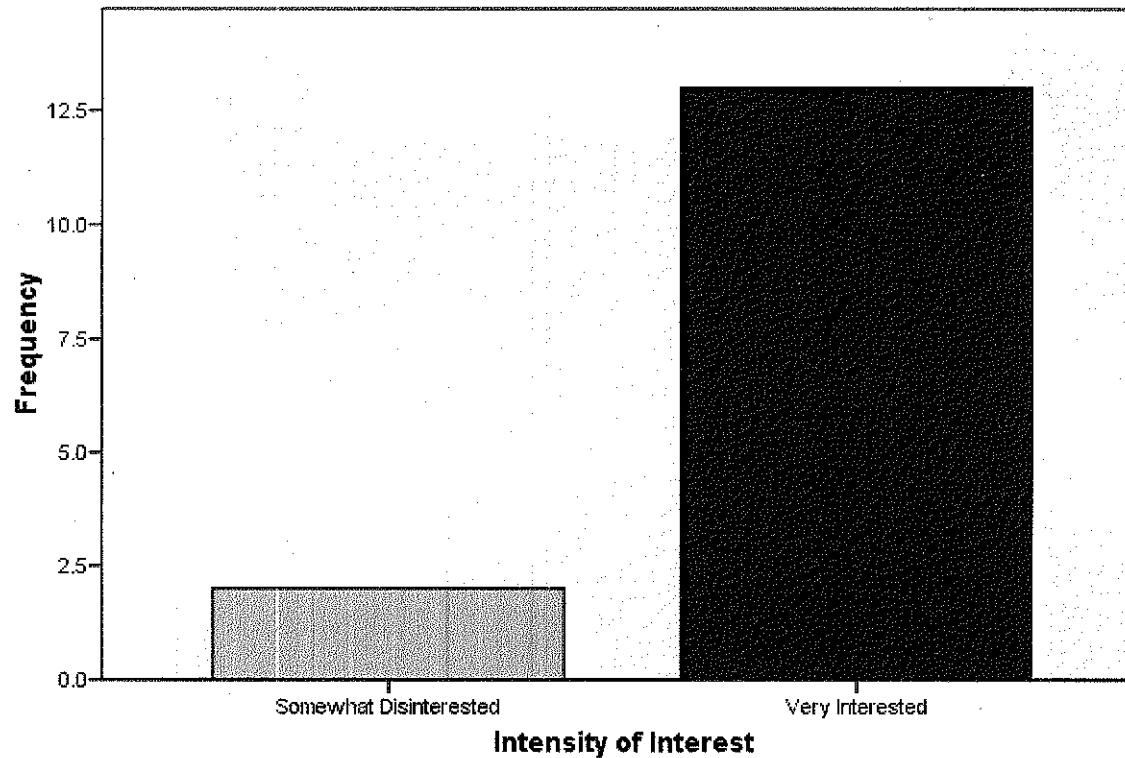
Other Topics of Interest Chart

ODBS Community Research Survey: Other Topics of Interest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Aboriginal Audiovisual Resources	1	3.1	3.1	3.1
	Aboriginal Languages	1	3.1	3.1	6.3
	Aboriginal Literature	2	6.3	6.3	12.5
	Behavioural Psychology	1	3.1	3.1	15.6
	Classical Studies	1	3.1	3.1	18.8
	Community News	1	3.1	3.1	21.9
	Current Events	1	3.1	3.1	25.0
	Economic Development	1	3.1	3.1	28.1
	Education	1	3.1	3.1	31.3
	Education Resources	1	3.1	3.1	34.4
	Gaming	1	3.1	3.1	37.5
	Genealogical	1	3.1	3.1	40.6
	GFTGD	1	3.1	3.1	43.8
	Grammar/Language	1	3.1	3.1	46.9
	Health	1	3.1	3.1	50.0
	Horror	1	3.1	3.1	53.1
	IDK	1	3.1	3.1	56.3
	Literature	1	3.1	3.1	59.4
	Local History	1	3.1	3.1	62.5
	Mental Health	2	6.3	6.3	68.8
	Military	2	6.3	6.3	75.0
	Non-fiction	1	3.1	3.1	78.1
	Parenting	1	3.1	3.1	81.3
	Poetry	1	3.1	3.1	84.4
	Science	1	3.1	3.1	87.5
	Self Help/Development	2	6.3	6.3	93.8
	Sports	1	3.1	3.1	96.9
	Youth Issues	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Other Topics of Interest

ODBS Community Research Survey: Other Topics of Interest

Legend:
- Aboriginal Audiovisual Resources
- Aboriginal Languages
- Aboriginal Literature
- Behavioural Psychology
- Classical Studies
- Community News
- Current Events
- Economic Development
- Education
- Education Resources
- Gaming
- Genealogical
- GFTGD
- Grammar/Language
- Health
- Horror
- IDK
- Literature
- Local History
- Mental Health
- Military
- Non-fiction
- Parenting
- Poetry
- Science
- Self Help/Development
- Sports
- Youth Issues

Spoken/Read Languages Chart

ODBS Community Research Survey: Language(s) Respondents Speak or Read

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	9	47.4	47.4	47.4
	English/Cree	1	5.3	5.3	52.6
	English/Cree/Oji-Cree	1	5.3	5.3	57.9
	English/French	2	10.5	10.5	68.4
	English/Greek	1	5.3	5.3	73.7
	English/Oji-Cree	3	15.8	15.8	89.5
	English/Ojibwe	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

Spoken/Read Languages

ODBS Community Research Survey: Language(s) Respondents Speak or Read
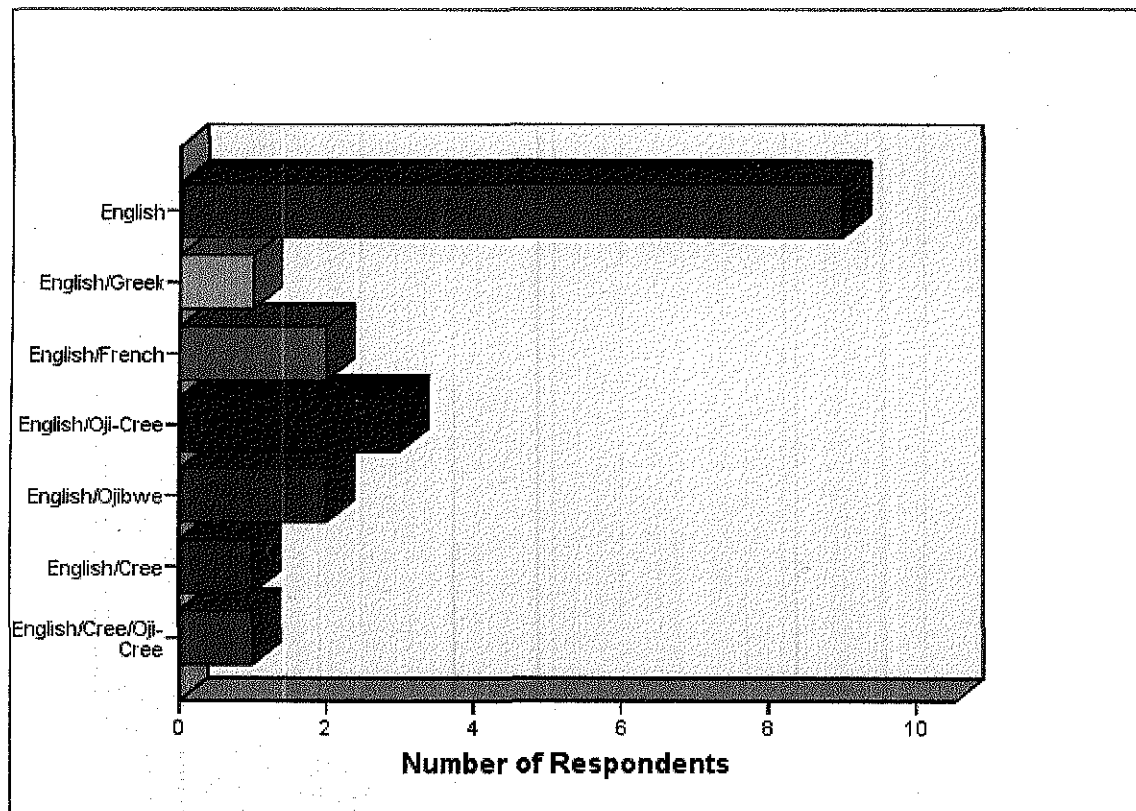
Interest in Historical Information Chart

ODBS Community Research Survey: Interest in Historical Materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Interested	2	10.0	10.0	10.0
	Somewhat Disinterested	1	5.0	5.0	15.0
	Somewhat Interested	7	35.0	35.0	50.0
	Very Interested	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

Interest in Historical Materials

ODBS Community Research Survey: Interest in Historical Materials (e.g., Treaty Documents, Hudson's Bay Archives, INAC)
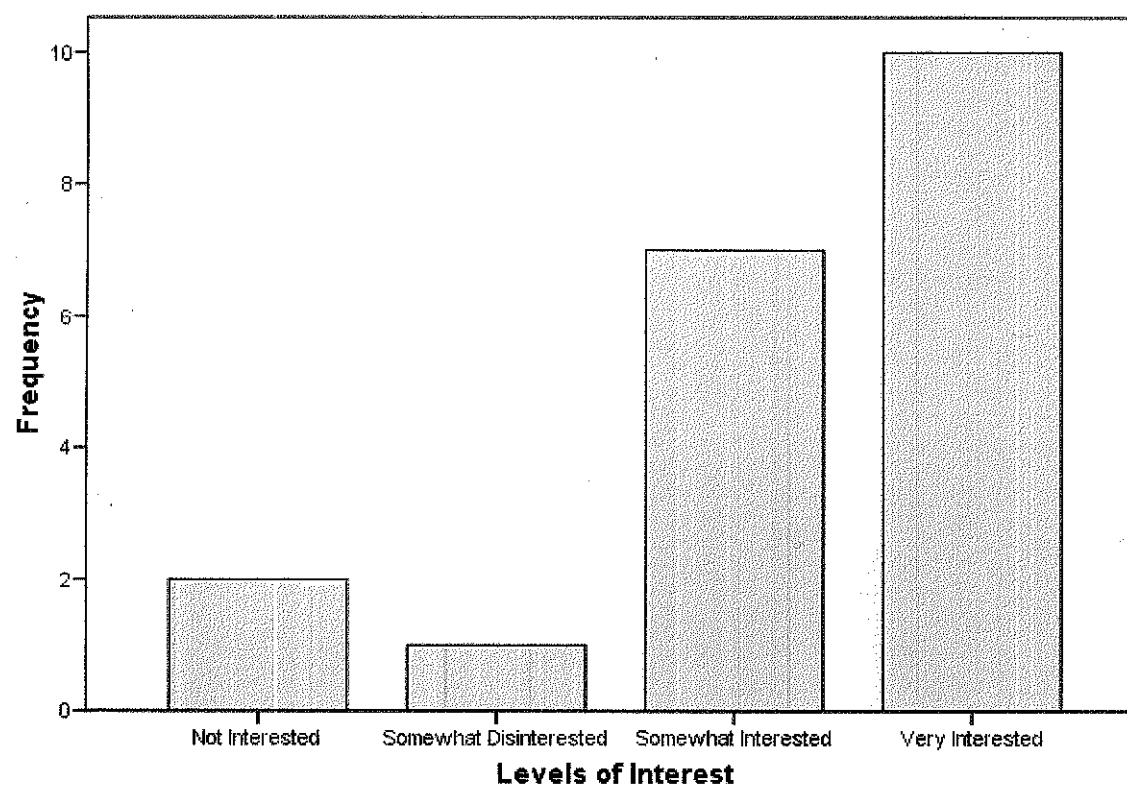
Genres of Interest Table

DDBS Community Research Survey: Genres of Interest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Career/Skills Development	11	17.7	17.7	17.7
	Children/Youth Books	1	1.6	1.6	19.4
	Cookbooks	3	4.8	4.8	24.2
	DIY Guides	7	11.3	11.3	35.5
	Fiction	11	17.7	17.7	53.2
	Health Information	10	16.1	16.1	69.4
	History/Traditional Knowledge	8	12.9	12.9	82.3
	Hobbies/Sports	6	9.7	9.7	91.9
	Other	5	8.1	8.1	100.0
	Total	62	100.0	100.0	

Genres of Interest

ODBS Community Research Survey: Genres of Interest

Legend:
- Career/Skills Development
- Children/Youth Books
- Cookbooks
- DIY Guides
- Fiction
- Health Information
- History/Traditional Knowledge
- Hobbies/Sports
- Other

Slice labels: 8.06%, 17.74%, 9.68%, 1.61%, 12.90%, 4.84%, 11.29%, 16.13%, 17.74%

Respondents' Communities Table

ODB9 Community Research Survey: Respondent's Community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Balmertown	1	5.3	5.3	5.3
	Big Trout Lake First Nation	1	5.3	5.3	10.5
	Deer Lake First Nation	1	5.3	5.3	15.8
	Fort Severn First Nation	1	5.3	5.3	21.1
	Fort Severn Nation	1	5.3	5.3	26.3
	Kasabonika First Nation	1	5.3	5.3	31.6
	Marten Falls First Nation	1	5.3	5.3	36.8
	McDowell Lake First Nation	1	5.3	5.3	42.1
	Oneida Of The Thames First Nation	1	5.3	5.3	47.4
	Pikangikum First Nation	1	5.3	5.3	52.6
	Sachigo Lake First Nation	1	5.3	5.3	57.9
	Sandy Lake First Nation	1	5.3	5.3	63.2
	Sioux Lookout	3	15.8	15.8	78.9
	Thunder Bay	2	10.5	10.5	89.5
	Wasagamack First Nation (MB)	1	5.3	5.3	94.7
	Weagamow Lake First Nation	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

Respondents' Communities

ODBS Community Research Survey: Respondent's Community

Legend:
- Balmertown
- Big Trout Lake First Nation
- Deer Lake First Nation
- Fort Severn First Nation
- Fort Severn Nation
- Kasabonika First Nation
- Marten Falls First Nation
- McDowell Lake First Nation
- Oneida Of The Thames First Nation
- Pikangikum First Nation
- Sachigo Lake First Nation
- Sandy Lake First Nation
- Sioux Lookout
- Thunder Bay
- Wasagamack First Nation (MB)
- Weagamow Lake First Nation
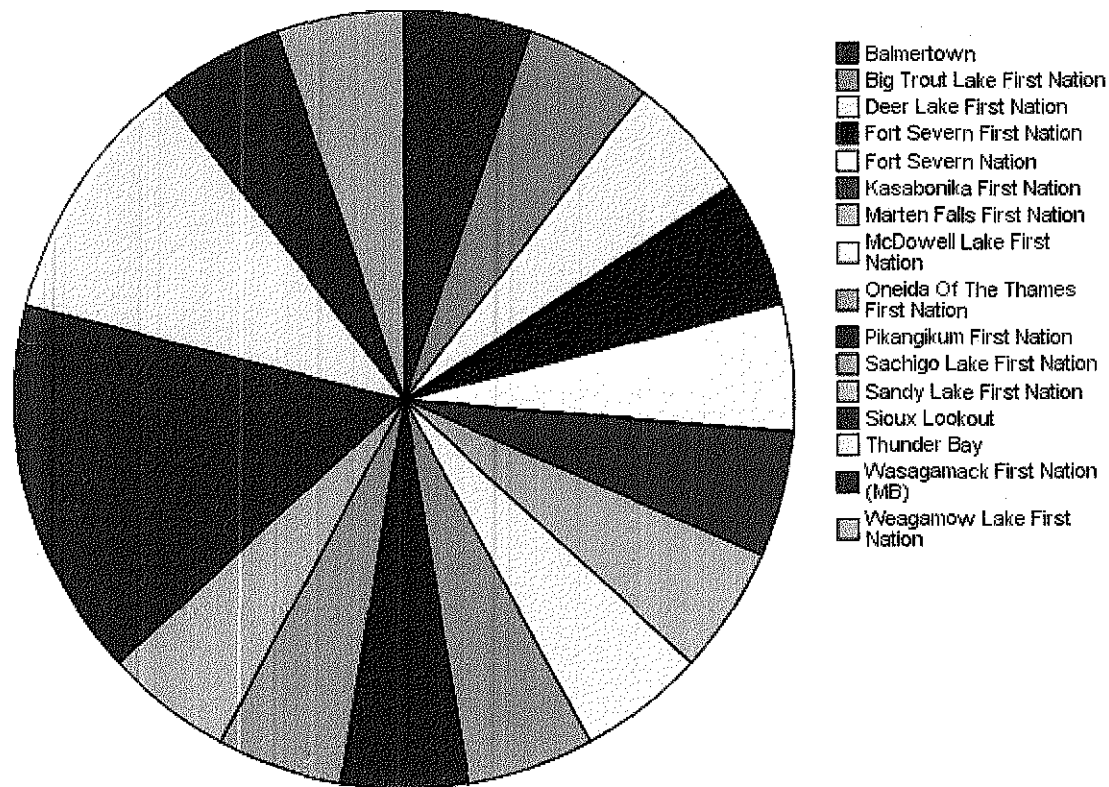
Community Research Team Member Reflections

Amber Wilde

I have found the ODBS project and working with the community research team to be a rewarding first foray into the realm of community analysis. I feel that the legacy the CR team will pass on to the next class will provide valuable insight into community communications and survey production and implementation. The objectives the CR team submitted in our initial project proposal were purposefully broad to accommodate for the variety of directions which the project could take. However, the team's final sources of pride reveal an appropriate narrowing of vision to provide the community, and future project members, with valuable deliverables. For example, while we were not able to execute all of the facets of the initial plan, such as implementing multiple surveys, focus groups, and video conferences with community members, the team was able to produce and put into action two surveys (one for the general First Nations public and one for First Nations information providers) and initiate and foster valuable community contacts using various communication mediums. Our careful documentation of these activities can serve as a useful and important legacy. The quality of the team's deliverables and our ability to overcome a variety of challenges, including time and geographical constraints, is a reflection of the outstanding group coordination and cooperation that took place over the course of the term. I feel privileged to have worked with such a talented group of my peers, and will apply the successful team dynamics utilized here to projects in the future. It is my sincere hope that this initial student contribution to the ODBS project will continue to grow, and ultimately provide remote First Nations communities with the access to information materials and recreational texts they deserve.

Dominika Solan

In the interest of brevity and clarity, I will focus on my own expectations, how they were modified, the strengths of the structure of the project, and the positive outcomes that came of grappling with the OBDS. For my suggestions on future iterations of the class, please see the end of the document. Initially, my expectations were very high; I envisioned that community research would be smooth and communities would be eager to be involved in the project, I expected that we would be able to implement *something*. I also expected structure, monitoring and strict accountability in the process and relating to any deliverables.

Rather quickly, my expectations were modified. Theoretical considerations, contact with the communities (or perhaps lack thereof!), and the constraints of time (both my own and that of the class), changed what I believed was realistic to accomplish. I realized that the somewhat loose form and structure of the class was actually an opportunity for us to define the scope of the work ourselves. This flexibility allowed us to explore all sorts of avenues we may not have, and allowed group members to contribute as much or as little as they could. This worked very well for our group, whose members were cooperative, industrious, creative, engaged, and asked challenging questions that helped us to understand the project and the issues surrounding it.

This project was also an amazing opportunity for me to develop skills as a project coordinator; writing agendas, participating in meetings, helping to move work forward, taking ownership and being accountable to stakeholders was a rewarding challenge.

The ODBS project was also chance to see politics in action; the dynamics between students and professors, iSchool and the broader community, and the North and South were interesting and enlightening. I see this term as a great first step. Knowing that we have laid the groundwork and a foundation for the next group is rewarding and valuable. We have collected resources and information, informed people of our existence, and made useful connections in the community. This will facilitate continued work on the project, leading to something valuable and meaningful for the communities for which the ODBS is intended.

Suggestions for future iterations: The largest consideration, in my opinion, is the conceptualization of the project. On the one hand, it is valuable to conceive of the project as a custom portal with a set of hardware attached to it, but on the other hand, the hardware becomes problematic when training and maintenance are taken into account. I think that the focus should be on the development of a custom portal or a web 2.0 interface that would provide content to a specific user group. This approach would bring the most benefits to the greatest number of people.

Another consideration for a future iteration is the work-flow and division of labour within the class. The students of the iSchool come from a variety of backgrounds and some have more time to devote to academic pursuits than others. The time commitment required to remain on top of all communication, presentations, assignments and readings was onerous. This should be conveyed at the beginning of the class, or else somehow mitigated.

It may be beneficial to establish a project manager for the whole project, in addition to having coordinators within each team. A project manager could map the project and provide guidance, goals and motivation to teams.

Fundamentally, I think this project is all about making personal relationships and personal connections, and this point should be stressed from the outset. I must applaud the systems team for doing a spectacular job of meeting people, interacting, and getting their feedback. Community research would have succeeded in getting more people to take the survey and getting a better idea of what the opinions and needs of the community were if we had been more active. We engaged in very passive communication, which is not effective for involving the community, especially First Nations communities.

In conclusion, I want to stress that this class has made a major impact on me as a student as and as a human being. Although some may decry the paradigm of 'project based learning', I feel that this class has been, by far, the most valuable course I have taken to date.

Nathifa Grier

The project started with a lot of questions and high hopes, but not a lot of concrete answers. Not all of the questions we had received answers but we eventually got to a point where we, as a class and as individual groups, were more comfortable in our skin. I think that much of that has to do with the level of fluidity that the class was been able to achieve. There seems to be a greater willingness to change our expectations and goals of the project with the increased amount of understanding we gained of it. Decisions had to be made according to what we could realistically deliver and what our priorities should be. While we weren't able to achieve all the goals that we started out with, what we were able to accomplish was enough that we are able to give future incarnations of the class a good starting point. As well, we are able to provide physical evidence of the work that has been done to our stakeholders and provide evidence that this project is more than just an assignment but has true to life benefits for them.

There was definite concern about the communication between the groups in the class and the need to create more collaboration between them. We got to a point were we could no longer exist in our cocoons and our efforts needed to be more unified. For instance, when the survey was close to being complete, it was necessary to receive as much input as possible from the other groups to ensure the information that we were collecting were the most pertinent to their needs. This occurred more and more towards the end of the course, but it would have been better to have had more meaningful dialogue from the beginning. Moodle was an effective tool for this, but perhaps more joint meetings and subgroups would have been useful, as well. That is not to say that efforts weren't made to this end. I think that because groups were trying to figure out their roles in the project for a good portion of it, it made intercommunication difficult, and perhaps the lack of intergroup communication was a necessary evil to get to a point of understanding and eventual collaboration. Hopefully, the next class will be able to learn from our example and avoid this hurdle.

Kim Le

To be honest, I had a bit of a rough start to the term and this course especially was overwhelming for me. Definitely, this class was the most interesting, rigorous, and relevant course I was able to take over my 2 years at FI. There seemed to be so much atstake, and so much potential learning rewards. Along with that, there was also a lot of work to be done and it was certainly the most challenging in terms of the large number of things we had to consider in getting this project off the ground. Establishing relationships with community liaisons seemed to be the most daunting to me. Luckily, there were members in my group who were excellent at getting organized and maintaining contacts.

I remember one of the most impactful moments occurred fairly early on in the term, when we spoke to Ricardo Ramirez over a teleconferencing class. He posed many problematic questions and issues for us to think about and they rolled around in my brain for weeks afterwards. When I had first signed up for the class, I was excited about the possibility of working on a community level. I had applied to FI for the very reason of learning to work in public libraries and their roles as community centers. Ricardo drew attention to the fact that First Nations communities have a lot more things on their plate and that having a digital online book service may not be a first, second, or even third priority. I was not exactly naïve about this fact, yet having Ricardo

highlight that reality during the third or fourth week was definitely a little jarring. The ODBS system, in that context, seemed to be irrelevant in the case of communities whose day-to-day realities are often affected by more immediate problems than a lack of a book printing system.

In light of these concerns, we still continued on with the system and were encouraged by those community members who did show genuine interest and excitement about the project. Without a doubt, the project would not have been possible without these outside interests and would have remained an isolated, academic activity for the class of FIS 2125 at the University of Toronto. By the end of the project, I was impressed by how much we had managed to accomplish, especially since the beginning of the term was spent in a bit of a state of limbo. The foundations for a full-fledged ODBS system in the future have been set, and I think the number of survey responses that we received in the short time that the surveys were made available indicate that there is certainly enough interest to continue with the project.

Celene Faludi

After reading over the weekly entries I posted throughout this semester, I realize that my thoughts have covered a very wide spectrum of issues that I never would have thought likely at the beginning of this class. Generally, this information described my intellectual curiosities and positions as they relate to research and the ODBS, and the emotions I experienced while participating in this unique course.

My intellectual curiosities and positions were made most evident earlier in my entries. I began the first few weeks describing my excitement for this project, while also admitting my confusion on what would be expected of us as students in the course. After this phase, I recognized that my wiki space would be useful for emphasizing some concepts that I thought might be of interest to others. Using Sakai for these purposes not only aided in communicating my personal strategies with others, but also seemed just as helpful in allowing me to focus and remember what the project required of me.

The last few entries of the semester moved into an especially personal realm for me, as I thought it necessary to describe my feelings caused by experiences with the ODBS. In these entries, I sometimes indicated frustration with myself for forgetting to take necessary actions for the project (such as maintaining heightened communication with community members). I thought it important to mention such thoughts in these wiki entries not only for personal reflection, but also for the learning and recognition that such information might incite for other members of our class. Obviously, not all of my thoughts at this phase were regretful and/or negative. I also tried to indicate that courage and positive thinking are traits that would help the ODBS to succeed beyond my time with this project, and that I felt extremely lucky to be working with such a great and dedicated group of people; both in our class, and in northern Ontario.

My final entries will focus on thinking about how I can help to transition the project from our hands into the next that are open and waiting. Alongside such ideas, I think it will be helpful if I document some personal recommendations and lessons learned.

Mark Gelsonimo

During the course of the project, the decision that weighed on me the most was our choice of an online survey as our primary research methodology. The use of surveys presented several issues we had to overcome.

The first is the issue of cultural relevance. It was extremely difficult for a group of urban graduate students to anticipate the unique cultural and environmental circumstances of peoples from isolated rural communities. We were able to mitigate this knowledge gap by the use of several open ended text questions. Instead of being constrained by a closed list of choices, respondents were encouraged to answer freely using their own words.

The second major issue was one of sample selection and uptake. Monetary constraints did not allow us to select and contact a random sample of northern First Nations citizens. Instead, we placed our surveys online and hoped that interested parties would self select. Because of the use of convenience and self selected samples, the data we've compiled cannot be used to scientifically infer patterns of any sort.

The surveys did serve an extremely useful purpose. WE learned that people in the communities are interested in the ODBS and are willing to engage us. The fact that we people came forth without being solicited and without hope of reward indicates the ODBS project is a valuable one. My personal background in in old school Margaret Mead ethnography. Many of my former anthropology professors were fond of recounting the years they spent living with Trobrianders, Tibetan monks, Maori and Kalahari San peoples. If you weren't willing to strip yourself of the trappings of Western life and live with the people you were studying, you were simply wasting your time. Personal experience was the only way to truly understand the significance of another person's culture.

While this avenue of research was not available to us, we did the best we could given our available options. I hope the surveys and teleconferences helped bridge the gap between our world and that of Ontario's far north.

Noa Bronstein

The process of building the ODBS hinges on balance. For me personally, this excersize was one in walking a tight rope and finding steady footing between what at times seemed like opposing poles. The simplest of which was finding balance between the workload in this class and other classes and finding balance between this class and other life commitments. More difficult of course was finding balance between ideas and people. To some books may be tools of knowledge, to others books may be tools of oppression. To some literacy may mean knowing how to read, to others literacy may mean knowing ones own culture. To some the North is isolating, while to others the South is isolating. The opinions of these things are diverse and are not specific to one group, community or profession. Rather, they exist between and within and should be explored fully, not as things which divide but, through discussion, as things, because they are common, that unite. Essentially this course provided a framework for finding a useful definition of "informational professional," which I now understand to be someone who finds balance between ideas and people...or at least tries.

Fiona Martel

Before attempting other methods of study, we first reviewed the literature. Such as it was, we sought current published information about First Nation communities in northern Ontario. This included Indian and Northern Affairs Canada (INAC) First Nations Profiles Database, Aboriginal Canada Portal Connectivity Profiles Database, Ontario Public Libraries statistics, the Ontario First Nation Public Library Strategic Plan Liaison Committee 2004 report *Our way forward: A strategic plan for Ontario First Nation libraries,* literature about OCAP, and other official government and community websites. We never intended to rely on publications as a primary source of information, but even so it was surprising how little information we got. The INAC statistics were particularly problematic as not only were the response rates low, but there were also many data entry errors. The information we gained from the literature was primarily concerned with community institutions, like schools, libraries, and health centres, and not very much about the people themselves.

Another source of information came from talking to other researchers who had worked with First Nation communities or dealt with the issues of information literacy and the digital divide. These people included Gabe, from the Internet Archive Project who had also worked on the bookmobile project that was the original inspiration for the ODBS project; Lisa from York University whose work concerns information literacy; Ricardo Ramirez from the University of Guelph, who had previous research experience with First Nation communities; Kitty Gale the head librarian form Big Grassy First Nation and her YICT worker Danika Tom; and several people from KNET including Angie Morris, Brian Beaton, Tina, Brian Walmark, and Franz Seibel. Most of these informal interviews took place in class via teleconferencing. Although most of these people were still representing institutions, they were a much richer information source in terms of the personal experience they brought. Those who had direct experience with northern First Nation communities stressed the negative impact that residential schools had had on these communities and the unethical data extraction practiced by previous generations of researchers. Others like Lisa and Gabe talked about the unequal access to information experienced by the underprivileged and the need for user-centred design of information systems.

We had originally planned to use the teleconferencing equipment to stage focus groups in Big Grassy and possibly other consenting communities, but as it turned out, we were overly ambitious. The implementation of the surveys was delayed so many times that we no longer had enough time to organize focus groups. This was unfortunate as this would have been a good way to communicate directly with the potential users of the ODBS.

That is not to say we did not communicate with community members in other ways. The YICT website had a dedicated chat room, and we were able to go there and talk informally with the YICT workers. The YICT workers were from all over northern Ontario and from these people we were able to talk and share stories about our daily lives, where we lived, where we had been, our interests, our families, and our plans for the future.

Lastly, we looked at popular Aboriginal entertainment websites and personal homepages to find out more about the digital culture of the KNET affiliated communities. Social websites of particular interest were NishTV and Seventh Generation. They are both based in Thunder Bay

and feature content from youth in many of the KNET communities. KNET also hosts the personal websites of the members of its communities, most of which belong to the youth. The online community portrayed a vibrant but often dark youth culture.

Recommendations: Our team underestimated the amount of time it would take to implement the survey. We did not take into account how much time it would take for all the stakeholders to comment on the draft survey, or how many series of revisions we would have to make even after first major revision. If future researchers wish to create a survey within the length of time of one semester, we recommend that they start and finish the first draft of the survey as soon as possible to allow time for even the slowest to comment.

We created the draft survey in facilitator mode on moodle so that only other people with facilitator privileges could view and edit the survey. This was done because many were worried about the survey being vandalized. This had the unforeseen effect of hiding the survey from the view of stakeholders at KNET, as many of them had not bothered with creating a facilitator account for the ODBS website. Knowing what we know now, it seems that it was never likely that the survey would have been vandalized, so we recommend that any future surveys be created in plain view of everyone without facilitator privileges, perhaps even on the main page, so that there is no excuse for not having seen the draft survey.

As community research was its own team, it was often difficult to keep up with the developing needs of the other groups. One recommendation for future classes would be that each team have their own dedicated community researcher who reports directly to that team. That way the researcher will know exactly what his or her team needs.

Another recommendation would be to try to reach out to First Nation communities through several different community partners rather than just KNET. It was unfortunate that students could not travel in person to the communities that they were studying, as transportation costs are too high. Direct experience is always the best way to learn about communities and should always be done when possible. To make up for this, our class partnered with the researchers at KNET, who were perfectly connected to these communities, as they are the main ICT service provider for most of the connected First Nation communities in northern Ontario. Through them we were able to meet the YICT workers and talk to them about their lives in their communities. The people at KNET were extremely generous with their time and assistance, but to rely only on one partnership for information risks creating biases in the research. The KNET workers know more than most people about these communities, but they do not know everything, so more opinions would be beneficial. No one institution can give an accurate picture of a community, so seeking out other community service providers, such as libraries and health centres, would bring different perspectives and new knowledge.

To put this in perspective, imagine if researchers tried to study a community in Toronto, but they only spoke to Bell Canada, or United Way charity. Both institutions serve a different set of people within the community, and so have a different take on what the community needs most.

An alternative recommendation is that the course be completely redesigned. It was noticed that the YICT workers were taking ICT training courses and were working on web projects that were similar to many of the classes at the Faculty of Information. Our ambitious proposal is that KNET and the iSchool create a joint course where faculty students and YICT workers are paired or put into project groups and work together to create community information resources. This could include creating a webportal for the ODBS, but many other projects are possible. The groups would start out researching the needs of their chosen community, either a First Nation community or a Toronto community. They would then choose a project to work on based on the needs of the community. Such a partnership would be beneficial to everyone, as all the students involved would get to work together in an intercultural environment, while gaining valuable community research, user-design, and technology skills. There would be many communication hurdles that would have to be overcome to make such a course feasible, but the staff at KNET are experts at long-distance communication and have never shied away from a challenge.

Reflections: I choose to be part of the community research team because of my past experience "Up North" and from working on an archaeological excavation and survey team in the Georgian Bay area that had partnered with Wendake First Nation, the ultimate owner of the site. I had seen how well cooperation and partnership with First Nations and archaeologists could work firsthand, and I wanted what my chosen profession, librarianship, could bring to such a partnership.
I had to deal with many sensitive issues in this project and it has given me a lot to think about and be grateful for. I am not trying to write a political piece, but rather I am relating my experience in this project, and I am trying to come to terms with what I have learned. My role in the community research team was community liaison, but sometimes my team members must have thought I was the official wet blanket or even a loose canon. That being said, it was an incredible teambuilding experience; that we pulled through so many challenges together while maintaining our sense of humour and loyalty to each other.

When I first started the project, we were asked to write a journal entry about two problems we thought our teams would encounter. I wrote the following;

January 20, 2009
Two problems that my team may encounter...

1.   Whose views count? We are supposed to study the needs of the community. Will the community contacts we are provided with accurately represent the needs of the community as a whole? Who is left out?

2.   How will we solicit the communities' views? Asking individuals to complete surveys is traditional, but would it be more constructive to ask people in a group setting, such as in a sharing circle or a meeting? Do these people see books as an individual good or a collective good? What methods of study are feasible for my group given the resources we have?

As it turned out these were the two major issues that came to haunt us. I played only a small part in creating the survey, but this was by far the most time consuming project for us and it ended up derailing our plans for focus groups.

That led into the second issue, "Whose views count?". We knew coming into this that there was a limit to what surveys could tell us, so we branched out into other paths of inquiry. One major source of information was our interviews with community stakeholders and researchers with past experience working in First Nation communities. We were respectfully impressed by their experience and positions of authority within the communities they served, but now I think that we were too reliant on their opinions, and that they overshadowed everything else we were doing. Most came from older generations for whom residential schools were still in living memory. We were frequently told that we should have low expectations for the people in First Nation communities, that the memory of institutional abuse was too great for these people to get over. It was also implied that we had no business dealing with these communities because of what our predecessors did to these communities and because we were too much a part of urban culture to understand what life could be like in rural, isolated, and remote areas.

For some time I was very troubled by this. On the one hand I was being accused of discrimination, however unintentional. On the other hand I felt discriminated myself because my accusers were blaming me for something done before I was born, and they had not taken the time to first find out about where I came from before telling me I was prejudiced. These accusations were usually subtle and never overt, but it assumed a lot about the ethnic background and life history of our class and our team. One thing that we could have done better was to show to the stakeholders the diversity of our class, even if it is something that we ourselves take for granted in Toronto and at the university.

I was afraid that history was repeating itself, that the children of the residential school survivors would hate us because of what their parents had told them, a terrible inheritance to give to your children. I grew up in Montreal in the late 80s and early 90s during the language wars. I have seen how an "us versus them" mentality can tear apart a society. Everyone loses in such situations, except for the politicians and media who benefit from breeding fear. I am not playing down the challenges First Nations still face, but I do not think it is a good reason to reject the friendship of those who are willing to work with First Nations in good faith.

When I finally got the chance to speak to some of the YICT workers, I was pleasantly surprised at how open and earnest they were. Like anywhere else, some were shy and some were and others were talkative and outgoing. I enjoyed going to the "Breeze Room" chat room and talking to Angie and others about hockey and bug season. I also started browsing the Knet homepages and the popular Aboriginal youth social sites and was amazed at the talent and creativity that was out there in terms of writing, art, digital design, and music. There was also a darker side to this, many of the youth were struggling with establishing themselves and finding a niche in their communities for their talent. Many had left their communities for places like Thunder Bay to work in things like graphic design. I fear that northern communities are going to keep losing their most aspiring and talented youth unless ways are found to use their creativity. My hope is that the On Demand Book Service project can contribute to a solution.

ID	⊕	Task Name	Duration	Start	Finish
1		**Project Proposal**	**8 days?**	Tue 2/3/09	Thu 2/12/09
2		Introduction to project	8 days?	Tue 2/3/09	Thu 2/12/09
3		Introduction of team members	8 days?	Tue 2/3/09	Thu 2/12/09
4		Research problems	8 days?	Tue 2/3/09	Thu 2/12/09
5		Assignment of team members to tasks	8 days?	Tue 2/3/09	Thu 2/12/09
6		Summary descriptions of participating communities	8 days?	Tue 2/3/09	Thu 2/12/09
7		Anticipated user groups	8 days?	Tue 2/3/09	Thu 2/12/09
8		Legacy community information infrastructure	8 days?	Tue 2/3/09	Thu 2/12/09
9		Draft ethics statement	8 days?	Tue 2/3/09	Thu 2/12/09
10		Draft letter of intent	8 days?	Tue 2/3/09	Thu 2/12/09
11		Primary community contacts	8 days?	Tue 2/3/09	Thu 2/12/09
12		**Seminar Discussion**	**16 days?**	**Thu 2/12/09**	**Thu 3/5/09**
13		Gather/read literature	16 days?	Thu 2/12/09	Thu 3/5/09
14		Brainstorm presentation content	16 days?	Thu 2/12/09	Thu 3/5/09
15		Prepare PowerPoint	16 days?	Thu 2/12/09	Thu 3/5/09
16		Design handouts	16 days?	Thu 2/12/09	Thu 3/5/09
17		**Team Presentation**	**21 days?**	**Thu 3/5/09**	**Thu 4/2/09**
18		No tasks yet	21 days?	Thu 3/5/09	Thu 4/2/09
19		**Final Project Report**	**46 days?**	**Thu 2/5/09**	**Thu 4/9/09**
20		User profile	6 days?	Thu 4/2/09	Thu 4/9/09
21		Central design issues and problems	6 days?	Thu 4/2/09	Thu 4/9/09
22		Evaluation of prototype proposal	6 days?	Thu 4/2/09	Thu 4/9/09
23		Assessment of method of investigation	6 days?	Thu 4/2/09	Thu 4/9/09
24		Evaluation of results achieved	6 days?	Thu 4/2/09	Thu 4/9/09
25		Prospects/considerations for further development	6 days?	Thu 4/2/09	Thu 4/9/09
26		**Community Assessment/User Assessment**	**46 days?**	**Thu 2/5/09**	**Thu 4/9/09**
27		Explore assesment tools	6 days?	Thu 2/5/09	Thu 2/12/09
28		Develop online/paper survey	6 days?	Thu 2/12/09	Thu 2/19/09
29		Develop videoconference/focus group strategy	6 days?	Thu 2/19/09	Thu 2/26/09
30		Contact relevant groups	6 days?	Thu 2/26/09	Thu 3/5/09
31		Implement tools/administer strategy	6 days?	Thu 3/5/09	Thu 3/12/09
32		Elicit feedback	6 days?	Thu 3/12/09	Thu 3/19/09

Project: 2125 Gantt chart
Date: Thu 2/5/09
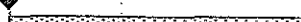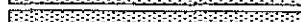
Task	Milestone	External Tasks
Split	Summary	External Milestone
Progress	Project Summary	Deadline

ID	⊛	Task Name	Duration	Start	Finish	1, '09	Feb 8, '09	Feb 15, '09
						M T W T F S S	M T W T F S S	M T W T
33		Report to stake holders	16 days?	Thu 3/19/09	Thu 4/9/09			
34		**Community Contacts**	**46 days?**	**Thu 2/5/09**	**Thu 4/9/09**			
35		Establish linkages with libraries/librarians	11 days?	Thu 2/5/09	Thu 2/19/09			
36		Establish linkages with YICTs	11 days?	Thu 2/5/09	Thu 2/19/09			
37		Communicate with OLSN	16 days?	Thu 2/5/09	Thu 2/26/09			
38		Establish linkages with communities	6 days?	Thu 2/19/09	Thu 2/26/09			
39		Select/establish particpating communities	6 days?	Thu 2/26/09	Thu 3/5/09			
40		**Problem/Needs Statement**	**46 days?**	**Thu 2/5/09**	**Thu 4/9/09**			
41		Environmetal scan of resources	6 days?	Thu 2/5/09	Thu 2/12/09			
42		Environmental scan of contents	6 days?	Thu 2/5/09	Thu 2/12/09			
43		Elicit community feedback/Refine problem/	16 days?	Thu 2/12/09	Thu 3/5/09			
44		Elicit community feedback/Refine system p	16 days?	Thu 2/12/09	Thu 3/5/09			
45		Support team inter-team communication	46 days?	Thu 2/5/09	Thu 4/9/09			

Project: 2125 Gantt chart	Task		Milestone	◆	External Tasks	
Date: Thu 2/5/09	Split	....	Summary		External Milestone	◈
	Progress		Project Summary		Deadline	⇩

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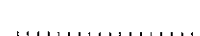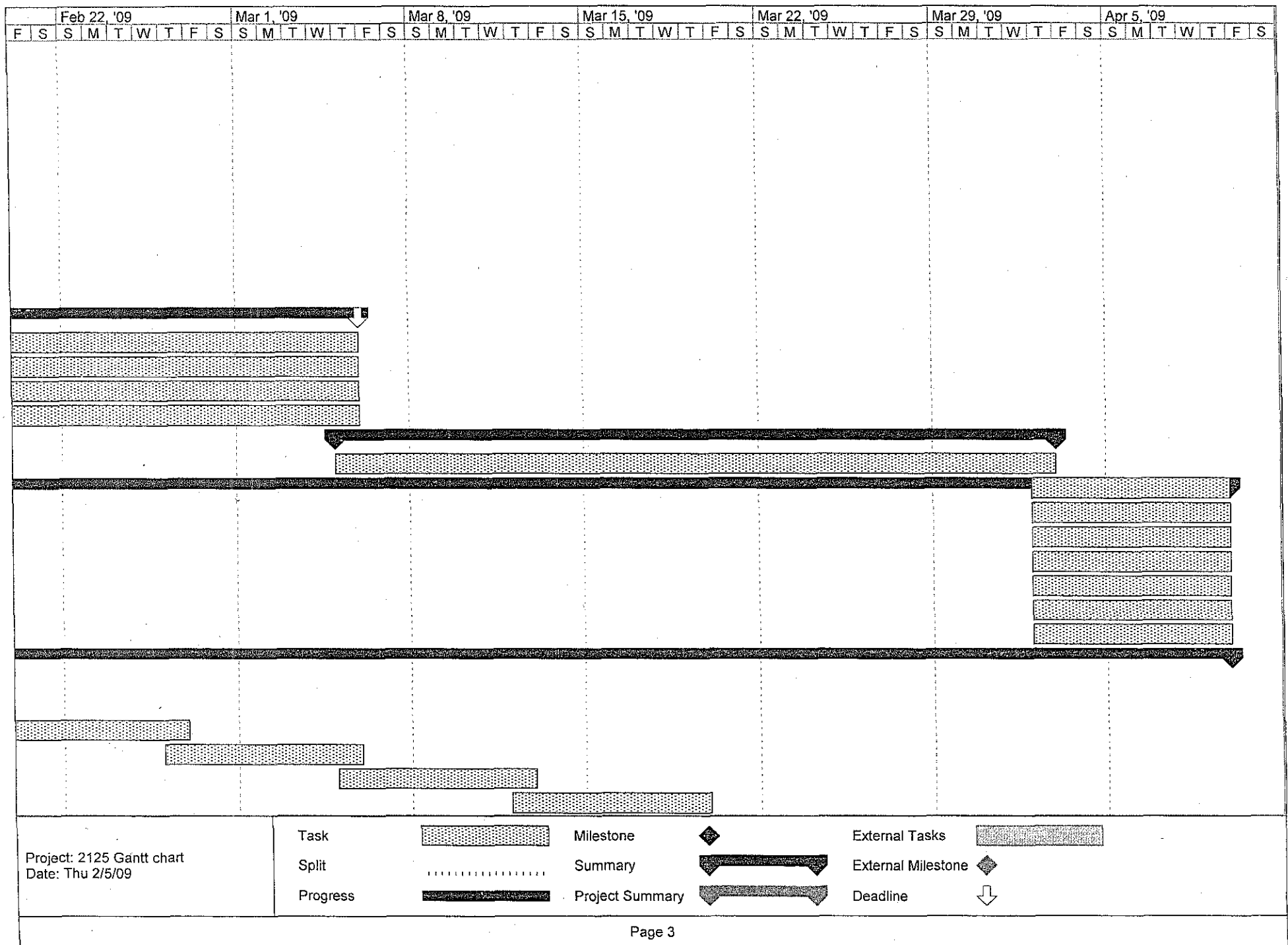
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Project: 2125 Gantt chart	Task	Milestone
Date: Thu 2/5/09	Split	Summary
	Progress	Project Summary

External Tasks	
External Milestone	
Deadline	

Project: 2125 Gantt chart
Date: Thu 2/5/09

Task		Milestone		External Tasks
Split	....	Summary		External Milestone
Progress		Project Summary		Deadline

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