

Core Competencies for Technology

Reviewed and updated by members from the
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Alberta, Canada

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Core Competencies for Technology

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BASIC TECHNOLOGY CORE COMPETENCIES – LEARNING OBJECTIVES

Definition

Technology core competencies are defined as a combination of skills, knowledge and behaviours related to library technology and are important for organizational success, personal performance, and career development.

This combination of skills, technical knowledge and personal attributes, contributes to a staff member's success in any library position. These core competencies apply to all library staff; however, some aspects of each of the competencies may not apply to every staff person.

Background

The need for library staff to adapt to a changing environment is well known. The use of electronic information and related technologies has become indispensable in the delivery of quality library services. Continuous technological changes in public libraries over the past decade have resulted in library staff needing to maintain and upgrade their technological skills as they provide service to library patrons. In addition, public libraries have experienced turnover of staff members which means that the basic technology training (how to use productivity software, knowledge of the Internet and email) is never truly completed. For many libraries, access to training sessions can be limited by budget restrictions, distance, a lack of staff members and availability of appropriate sessions. It is generally accepted that today, local library staff members need basic technology competencies that exceed knowledge and use of the automated library system.

Current Situation

The development of basic technology core competencies is a way to examine the skills required in public libraries, as well as a way to assist APLEN in providing the most support to the nodes and public libraries. At the most fundamental level, computer literacy skills are needed in each library.

Each node is autonomous, and creates its own training plans, responding to local members' needs. APLEN has recognized that there are educational and training requirements necessary within the public library community. APLEN has tried to address these training issues by having a staff member committed to deliver training in partnership with the node libraries. In previous grant rounds, APLEN provided a training grant in order to assist technical staff obtain high-end technical training. APLEN, in the past, has made available basic training in productivity software in order to ensure that staff at libraries received some basic computer training.

Goal of the Core Competencies Subcommittee

The APLEN Technology Training Team struck a Core Competencies Subcommittee in April 2004 to develop an adaptable template of basic technology core competencies generally required to work in an Alberta public library. This template and accompanying self-evaluation checklist for staff will provide information to assist public libraries, the Nodes and APLEN to identify staff training needs. The technology competencies were

initially developed collaboratively by the following subcommittee members: Sue Colp, Strathcona County Library; Laurie Harrison, Peace Library System; Karla Palichuk, The Alberta Library; Isobel Rancier, The Alberta Library; Michael Silver, Parkland Regional Library System; and Diane Tinnish, St. Albert Public Library.

The subcommittee's mandate was identified as the following:

- To identify a template of basic technology competencies generally required to work in a public library
- To develop a self-evaluation checklist of technology skills at various levels for library staff
- To assist libraries in recognizing what technology competency training programs for staff may be needed
- To identify areas where APLEN can provide technology training to the nodes and public libraries

Why develop technology core competencies?

Basic technology competencies are but one aspect of overall library competencies. They should complement, and not be isolated from, core principles of public librarianship such as customer service, circulation, collection development, cataloguing, reference services, children's literature, readers' advisory etc.

Basic technology competencies provide library staff with abilities and skills to assist library patrons with technology. In addition, a list of competencies can be used to guide in the following situations:

- Defining work expectations
- Building job descriptions
- Providing measures for performance evaluations
- Providing directions for new areas of learning and growth
- Assisting staff to affirm existing knowledge, and to identify any knowledge gaps
- Identifying areas where training is necessary
- Assisting in the hiring process, by identifying candidates with required basic competencies
- Assisting with goal-setting for staff

Evaluation

This recommended list is considered to be an adaptable tool that will evolve as the technology needs of staff in public libraries evolve. Each node and public library has the option to customize the list of basic technology competencies to meet the staffing situation in their individual library environment. As this document is meant to encompass a wide range of skills, those who use it may wish to modify portions to suit their own specific training needs. Public library staff should participate in the evaluation of the core competencies. The competencies were reviewed by the subcommittee throughout 2007. The competencies will be reviewed and updated annually.

Libraries will need to determine for which specific staff the technology competencies are appropriate. The staff members who are affected should be asked for feedback.

Categories:

All public library staff members use technology for job-related purposes. The following recommended technology core competencies are categorized into general areas where it is recommended that library staff present skills:

- Computer Hardware Competencies
- Library and Office Equipment Competencies
- Internet Competencies
- Email Competencies
- Computer Workstation & ILS Competencies
- Software Competencies
- Operating System Competencies
- Database Search Competencies
- Networking Competencies
- Security Competencies
- Troubleshooting and Maintenance Competencies
- Responsible & Ethical Use Competencies
- Assistive Technology Competencies

Computer Hardware Competencies**Ability to:**

- Understand and use standard terminology to refer to computer components (CPU, monitor, memory, hard disk, CD-ROM, etc.)
- Use and maintain a computer system
 - Identify parts of a computer workstation, including all input and output devices
 - Start up and shut down a computer system, including peripherals (printers, scanners, zip drives, speakers, CD writers, cameras, etc.)
 - Recognize different types of cabling and power cords
 - Connect power cords and cables correctly
 - Disconnect, move and re-connect a computer, including peripherals
 - Understand and control printing
 - Understand and use customizations available through the computer's Control Panel
 - Identify drives on the computer
 - Make proper use of storage and backup devices (floppy disks, CD-ROMs, DVDs, USB flash drives, etc.)
 - Use a keyboard (including function keys) and mouse
 - Understand surge protectors
 - Contact appropriate personnel when maintenance and repair is required
- Teach others the basic use of the computer

Library and Office Equipment Competencies

Ability to:

- Use and maintain a printer
- Use and maintain a fax machine
- Use and maintain a photocopier
- Use and maintain other equipment including scanners, digital cameras, barcode scanners, data projectors
- Use checkout stations, cash registers, debit/credit card machines, change machines and/or coin boxes
- Troubleshoot library and office equipment
- Locate equipment manuals
- Contact appropriate personnel when maintenance and repair is required

Internet Competencies

Ability to:

- Understand basic Internet terminology (URL, search engine, home page, link, web site, tool bar, scroll bar, etc.)
- Identify parts of a URL
- Identify local Internet Service Providers
- Understand web browsers and use them effectively
- Connect to and search the Internet
- Use navigation buttons
- Understand what resources can be found on the Library's website
- Use and understand different search engines
- Evaluate information retrieved based on currency, relevancy and accuracy
- Add, use and organize bookmarks/favorites
- Print text or graphics from a web page
- Change the default home page
- Clear search history and temporary Internet files
- Understand internet billing
- Understand Internet security issues
- Understand online communication tools and social software
- Understand the Library's Internet Acceptable Use Policy
- Understand and communicate to library patrons Internet training available through the Library
- Access, use and navigate through the Library's website
- Access and use the Alberta Municipal Affairs and Housing website
- Access and use the regional library system's website
- Access and use The Alberta Library's website
- Access and use TAL Online
- Access and use Ask A Question (AAQ)
- Ability to Library Book Shipping Tool (via Canadian Library Association/Canada Post)

- Understand privacy and intellectual property issues as they relate to the Internet, including filtering and censorship issues

Email Competencies

Ability to:

- Understand and use the Library's email program
- Understand the differences between different types of email accounts
- Change e-mail passwords
- Identify the parts of an email address
- Compose, send, retrieve, forward, redirect, reply to, delete and organize email
- Attach a file and open an attachment
- Troubleshoot and resend bounced messages
- Understand email etiquette
- Set up and use folders
- Explain acceptable email use
- Set up filtering and automatic routing of emails
- Understand, use and make changes to personal e-mail settings (spell check, signatures, etc.)
- Understand, set up and use email distribution lists
- Understand and recognize potential e-mail viruses
- Understand and recognize spam
- Understand and use list serves

Computer Workstation & ILS Competencies

Ability to:

- Identify what ILS system is being used, including the version
- Understand, access, and use all ILS modules (OPAC, circulation, acquisition, cataloguing, administration, etc.)
- Use reports from the ILS to manage the collection
- Understand how the ILS interacts with the Library's website
- Know how the OPAC differs from the other available modules
- Understand the parts/components of the OPAC record
- Understand remote access to computers
- Contact the ILS vendor
- Identify which computers in the Library are Community Access Program (CAP) computers
- Maintain an inventory of equipment (e.g. serial numbers, date of purchase, etc.)

Software Competencies

Ability to:

- Understand, access, and use all of the Library's licensed software products
- Identify product names and features
- Understand file extension formats (doc, jpg, gif, pdf, txt, xls, etc.)

- Identify software options for special needs patrons (e.g., Zoomtext)
- Locate software manuals (print or electronic) and licensing information
- Install and uninstall application programs
- Use and send zipped files
- Understand time-out software, if applicable

Operating System Competencies

Ability to:

- Identify and understand the operating system currently in use
- Understand the desktop
- Understand file creation and management
- Understand folder creation and management
- Use the standard names for the components of the operating system
- Use all operating system controls such as menus, toolbars, list boxes, etc.
- Change desktop properties

Database Search Competencies

Ability to:

- Identify electronic resources appropriate to customer requirements and abilities
- Access the Library's electronic databases within the library and remotely
- Understand and use the features of the electronic resources
- Search the electronic databases using keyword and Boolean logic
- Structure searches
- Retrieve, print, and e-mail information from an electronic database
- Save the results of a search
- Identify the differences between print and electronic resources
- Explain how and why electronic databases differ from the Internet

Networking Competencies

Ability to:

- Identify the Library's Network Administrator
- Determine the difference between phone cables and network cables
- Determine the difference between phone jacks and network jacks
- Determine when the Internet connection is down
- Determine when the connection to the ILS is down
- Maintain documentation of local area network (LAN) configurations
- Understand the location and configuration of network devices
- Conduct basic network troubleshooting
- Maintain appropriate security measures, including a secure record of passwords

Security Competencies

Ability to:

- Know the version and type of security software that is being used

- Identify potential Internet security risks (e.g., viruses, spyware, cookies, downloading malicious or unauthorized files)
- Identify potential security and privacy threats while using email (attachments, chain letters, hoaxes, spam, viruses, etc.)
- Deal with virus announcements
- Recognize the differences between viruses and hoaxes
- Understand security precautions currently implemented in the Library (e.g., firewalls)
- Understand how the security software protects the computer
- Know where to find legitimate resources on computer security
- Understand password security
- Update the anti-virus program
- Understand the backup process, including who performs this function in the Library
- Locate and understand the Library's disaster recovery policy
- Respond to power failures

Troubleshooting and Maintenance Competencies

Ability to:

- Identify problems with the hardware, software or local area network
- Protect against computer viruses
- Understand the meaning of common error messages
- Maintain the proper operating environment for computers and peripherals
- Use the Task Manager to delete non-responsive programs
- Reboot workstations
- Locate and understand cables, power cords, on-off switches, etc. on all equipment
- Empty the recycle bin
- Perform physical maintenance - cleaning PC externals, power supplies, etc.
- Regularly install updates
- Respond to power failures
- Locate and use equipment manuals (print or electronic), FAQs, and online help services to identify and solve problems
- Communicate problems effectively to the appropriate support/repair person

Responsible and Ethical Use Competencies

Ability to:

- Understand that the computers and other equipment are all part of a network of electronic resources that staff agrees to use responsibly
- Understand and follow Library Board policies concerning copyright, Internet use, passwords, appropriate use of resources, virus protection strategies etc.
- Model ethical use of electronic resources

- Understand what software the library is licensed to use
- Demonstrate broad and up-to-date knowledge of current library technologies
- Look for opportunities to use and expand technical knowledge, skills and expertise
- Develop practical skills to assist patrons in using the OPAC, the Internet, email and various software applications
- Understand and use relevant technology to deliver services
- Understand privacy and intellectual property issues as they relate to the Internet, including filtering and censorship issues
- Understand and explain the difference between secured and unsecured wireless networking, as well as implications of both
- Monitor the environment for emerging technologies that are relevant to library services

Assistive & Adaptive Technology Competencies

Ability to:

- Identify features of accessible websites
- Identify and use products under the following categories:
 - Low Vision (eg. Screen Magnification Software, Voice Recognition Software, Large Print Keyboards, Scanning and Reading Appliances, DAISY technology)
 - Blindness (eg. Braille Writers/Notetakers, Braille Translation Software, DAISY technology, Scanning and Reading Appliances)
 - Physical Access (Onscreen Keyboards, Touch Screens, etc.)
 - Special Education (Portable Notetaking Devices, Portable Electronic Dictionaries, etc.)
 - Education (Math & Language Arts Software, Teacher Tools, Testing Software, Read and Write Gold)
 - Communication Aids (Language and Therapy Materials, Mounting Kits, etc.)

The Staff Self-Evaluation Checklist can be found in Appendix A.

The Online Tutorials for Core Competencies can be found in Appendix B.

If you have any suggestions for additions that could be made to this document, please contact Karla Palichuk, APLEN Director, at kpalichuk@thealbertalibrary.ab.ca. Suggestions will then be passed on to the APLEN Technology Training Committee for consideration.

For more information and/or contacts, please visit:

- TAL (The Alberta Library)
<http://www.thealbertalibrary.ab.ca/default.asp>
- APLEN (Alberta Public Library Electronic Network)
<http://www.thealbertalibrary.ab.ca/viewChannel.asp?channelID=2>
- Municipal Affairs & Housing: Public Library Service
http://www.municipalaffairs.gov.ab.ca/mc_libraries.cfm

APPENDIX A:
Core Competencies for Technology
Staff Self-Evaluation Checklist

Staff Self-Evaluation Checklist

COMPUTER HARDWARE COMPETENCIES

| Ability to: | No Skills | Learning | Proficient |
|--|-----------|----------|------------|
| Use a computer system | | | |
| Understand and use basic computer terminology | | | |
| Turn on the computer | | | |
| Locate and use the on-off switch | | | |
| Locate the CPU (Central Processing Unit) | | | |
| Locate and use the monitor | | | |
| Locate and use the mouse to point, click, drag, and scroll | | | |
| Use the start-up commands | | | |
| Use the shut-down commands | | | |
| Log on and off the local network | | | |
| Use passwords | | | |
| Identify and locate the hard drive | | | |
| Locate and use the CD-ROM and/or DVD drive | | | |
| Locate and use the floppy drive and/or flash drive | | | |
| Identify and use backup devices | | | |
| Identify and use a flash drive | | | |
| Identify and use a USB port | | | |
| Reboot the workstation | | | |
| Run two or more programs simultaneously | | | |
| Customize the look or sound of the workstation using the Control Panel | | | |
| Know how to run a scan disk or check disk (to defrag) | | | |
| Send documents to the printer | | | |
| Scan documents | | | |
| Set up a laptop | | | |
| Know what a wireless device is, where it is located, and its range | | | |
| Establish a wireless connection on a laptop | | | |
| Locate and reboot the wireless hub | | | |
| Peripherals and connections | | | |
| Locate the network cable | | | |
| Locate, connect, and use the speakers | | | |
| Locate and use the keyboard | | | |
| Locate and use the barcode scanner | | | |
| Locate the cables and power cords | | | |
| Locate the surge protectors | | | |
| Know how to connect and disconnect all peripheral | | | |

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| devices | | | |
| Know how to disconnect, move and reconnect the computer | | | |
| Identify and use the following input devices: web camera, scanner, microphone, iPOD, MP3, digital camera | | | |
| Troubleshooting and maintenance | | | |
| Conduct basic troubleshooting | | | |
| Identify problems with the surge protector | | | |
| Keep the virus protection program updated | | | |
| Locate appropriate manuals | | | |
| Contact appropriate personnel when maintenance and repair is required | | | |
| Teach others to use the computer | | | |

LIBRARY AND OFFICE EQUIPMENT COMPETENCIES

| Ability to: | No Skills | Learning | Proficient |
|---|-----------|----------|------------|
| Use and maintain a printer | | | |
| Add paper to the printer | | | |
| Change the toner in a printer | | | |
| Clear a paper jam in the printer | | | |
| Check and clear the print queue | | | |
| Check the printer set-up for proper configuration | | | |
| Use and maintain a fax machine | | | |
| Send and receive fax messages | | | |
| Add paper to fax machine | | | |
| Change the toner in fax machine | | | |
| Clear a paper jam in fax machine | | | |
| Use and maintain a photocopier | | | |
| Add paper to the photocopier | | | |
| Change the toner in photocopier | | | |
| Clear paper jam in photocopier | | | |
| Other office equipment | | | |
| Use and maintain a barcode scanner | | | |
| Connect and use a data projector | | | |
| Identify and use print management kiosks/stations | | | |
| Use patron computer/Internet time management software | | | |
| Identify and use self-checkout stations | | | |
| Identify and use cash registers, change machines and/or coin boxes | | | |
| Identify and use debit and credit card machines | | | |
| Troubleshooting and maintenance | | | |
| Troubleshoot printers, fax machines, photocopiers, and other office equipment | | | |
| Contact appropriate personnel when maintenance and repair is required | | | |
| Locate equipment manuals | | | |

INTERNET COMPETENCIES

| Ability to: | No Skills | Learning | Proficient |
|--|-----------|----------|------------|
| Basic Internet knowledge and usage skills | | | |
| Identify the Library's Internet Service Provider (ISP) | | | |
| Define Internet terminology (URL, search engine, home page, link, web site, toolbar, scroll bar, etc.) | | | |
| Access the World Wide Web (WWW) | | | |
| Connect to the Internet via different web browsers (Internet Explorer, Firefox, Safari, Opera, etc.) | | | |
| Identify and follow links in text and graphical form | | | |
| Access the Library's website | | | |
| Understand and access the contents and resources located on the Library's website | | | |
| Perform basic Internet searches | | | |
| Identify and interpret the parts of a URL | | | |
| Scroll up and down in a web page | | | |
| Identify and use the icons on the toolbar and menus | | | |
| Use navigational buttons: back, home, go, refresh, history | | | |
| Understand File Maintenance (how to open, save, download, copy, print, and delete a file) | | | |
| Change options and preferences | | | |
| Change your default home page | | | |
| Delete history and temporary Internet files | | | |
| Print all or part of a web page | | | |
| Distinguish between the Internet and the ILS | | | |
| Internet navigation and search skills | | | |
| Use a variety of search engines and subject directories | | | |
| Evaluate Internet information | | | |
| Search for text within a web page | | | |
| Add, organize and use bookmarks/favorites | | | |
| Locate the Municipal Affairs and Housing website | | | |
| Locate regional library websites | | | |
| Locate The Alberta Library's website | | | |
| Locate TAL Online | | | |

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| Locate Ask A Question (AAQ) | | | |
| Locate and use Library Book Shipping Tool | | | |
| Identify and name characteristics and examples of Web 2.0 | | | |
| Identify examples of wikis, blogs, RSS feeds, and podcasts | | | |
| Identify and use RSS feeds | | | |
| Identify and use a news reader or news aggregator | | | |
| Teach others how to access and search the Internet | | | |
| Security and privacy | | | |
| Recognize security issues; i.e., identify whether a website is secure or not | | | |
| Understand privacy and intellectual property issues (filtering, censorship, etc.) | | | |
| Locate and understand the Library's Internet Use Policy | | | |
| Know whether Internet filters are being used in the library and if so, on which computers | | | |

EMAIL COMPETENCIES

| Ability to: | No Skills | Learning | Proficient |
|--|-----------|----------|------------|
| General e-mail knowledge | | | |
| Identify the Library's email program | | | |
| Identify the Library's email address | | | |
| Log in and out of email | | | |
| Identify the parts of an email address | | | |
| Understand email etiquette | | | |
| Request and/or understand what a "Read" receipt is | | | |
| Mark messages as "Unread" or as "Priority" | | | |
| Identify a bounced message | | | |
| Resend a bounced message | | | |
| Understand online email programs (e.g., Hotmail, etc.) | | | |
| Show users how to set up email accounts | | | |
| Teach others how to use the e-mail program | | | |
| Composing and sending a message | | | |
| Address a message | | | |
| Understand the difference between CC and BCC | | | |
| Compose a message | | | |
| Type the subject of the message in the Subject box | | | |
| Type in the CC or BCC address | | | |
| Send a message | | | |
| Send a message to multiple recipients | | | |
| Attach files to a message | | | |
| Receiving messages | | | |
| Check mail in the Inbox | | | |
| Read incoming messages | | | |
| Reply to a message | | | |
| Forward a message | | | |
| Open and save a received attachment | | | |
| Send or forward a received attachment | | | |
| Message Management | | | |
| Delete a message | | | |
| Print a message | | | |
| Save messages to local hard drive | | | |
| Create mailboxes/folders | | | |
| Create rules for folders (this may be software specific) | | | |
| Delete a folder | | | |
| File a message by subject | | | |

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| Locate and read a message previously filed | | | |
| Transfer a message from one folder to another | | | |
| Remove items from the Deleted folder | | | |
| Personal Preferences and Contacts | | | |
| Create or modify an auto signature | | | |
| Delete an auto signature | | | |
| Create and use an Address Book/Contacts List | | | |
| Delete a contact in an Address Book/Contact List | | | |
| Color-code messages depending on sender | | | |
| Create a distribution list | | | |
| Edit a distribution list | | | |
| Delete a distribution list | | | |
| Security | | | |
| Create e-mail rules and filters | | | |
| Recognize potential viruses | | | |
| Recognize spam email | | | |
| Listservs | | | |
| Subscribe and contribute to listservs | | | |
| Understand listserv etiquette | | | |
| Teach others how to use listservs | | | |

COMPUTER WORKSTATION AND ILS COMPETENCIES

| Ability to: | No Skills | Learning | Proficient |
|--|-----------|----------|------------|
| General ILS (Integrated Library System) use and knowledge | | | |
| Identify the library ILS vendor (e.g., Dynix, Horizon, etc.) | | | |
| Identify the modules of the ILS (acquisitions, circulation, cataloging, etc.) | | | |
| Locate and read a MARC record | | | |
| Perform check-in and checkout functions | | | |
| Place a hold | | | |
| Add, edit and/or delete an item from the ILS | | | |
| Create, edit and/or delete a patron record | | | |
| Clear fines or overdues from a patron account | | | |
| Access and run routine reports | | | |
| Recognize when the ILS is off-line and how to work off-line | | | |
| Understand how and when notices are generated | | | |
| Print receipts | | | |
| Distinguish between the Internet and the ILS | | | |
| OPAC use and knowledge | | | |
| Connect to library's OPAC from the icon on the desktop | | | |
| Log onto the OPAC | | | |
| Search the OPAC by keyword, subject, title or author | | | |
| Search OPAC by material type | | | |
| Use the RSS feature (if available) | | | |
| Assist patrons to search the OPAC | | | |
| Teach others how to use the OPAC | | | |
| Workstations | | | |
| Understand how the workstation is connected to the software being used (e.g. ILS server) | | | |
| Identify which computers are CAP (Community Access Program) workstations | | | |
| Maintain an inventory of equipment (e.g., serial numbers, date of purchase, etc.) | | | |
| Identify hardware options for special needs patrons | | | |
| Understand patron privacy issues and, specifically, your Library's policy | | | |

SOFTWARE COMPETENCIES

| Ability to: | No Skills | Learning | Proficient |
|--|-----------|----------|------------|
| General software knowledge | | | |
| Identify the software applications and versions being used by the Library | | | |
| Understand the functions of software programs | | | |
| Locate and use the integrated help files | | | |
| Open and close applications | | | |
| Identify which programs are open | | | |
| Minimize, restore and maximize a window | | | |
| Open and close a document | | | |
| Identify components of a document window | | | |
| Scroll up and down within a document | | | |
| Find specific text within a document | | | |
| Identify and understand file extensions (doc, jpg, gif, pdf, txt, xls, etc.) | | | |
| Specific software knowledge | | | |
| Access and use a word processing program (e.g., Microsoft Word or WordPerfect) | | | |
| Keyboard, making use of special keyboard function keys | | | |
| Use the spell-checker | | | |
| Move text within a document | | | |
| Delete text within a document | | | |
| Cut and paste | | | |
| Copy and paste | | | |
| Open, rename and save a previously saved document | | | |
| Insert tables, pictures, clip art and graphs | | | |
| Insert and modify a header or footer | | | |
| Paginate and date documents | | | |
| Change font size, font type | | | |
| Change paragraph formatting (indents, bullets, etc.) | | | |
| Change page setup (margins, portrait/landscape, etc.) | | | |
| Select a printer and print files | | | |
| Print all or part of a document | | | |
| Identify and use print preview | | | |
| Create a shortcut on the desktop | | | |
| Access and use a spreadsheet program (e.g., Microsoft Excel) | | | |
| Compress a file | | | |

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| Identify software options for special needs patrons (e.g., Zoomtext) | | | |
| Access digital reference software | | | |
| Understand use of time-out software | | | |
| Access and use CD-ROM and DVD burning software | | | |
| Track software manuals (print or electronic) and licensing information | | | |
| Identify and use web conferencing software | | | |
| Install and uninstall software programs | | | |
| Install and uninstall software for printers and other peripherals | | | |
| Teach others how to use software | | | |

OPERATING SYSTEM COMPETENCIES

| Ability to: | No Skills | Learning | Proficient |
|---|-----------|----------|------------|
| General operating system knowledge | | | |
| Identify and use the operating system (e.g., Windows 2000, Windows XP, Vista, Mac OS X, etc.) | | | |
| Open the operating system | | | |
| Identify and use desktop icons | | | |
| Move a window | | | |
| Change the size of a window (minimize, maximize) | | | |
| Close a window | | | |
| Use right-click mouse options | | | |
| Use keyboard shortcuts | | | |
| Click a dialog box option | | | |
| Create desktop shortcuts | | | |
| Run programs | | | |
| Use the Start button | | | |
| Switch between running programs | | | |
| Understand the contents of the Start Menu | | | |
| Understand and use various save options | | | |
| Navigate without the mouse | | | |
| Understand common menu items | | | |
| Set up passwords | | | |
| Make changes to computer display using the control panel | | | |
| Shut down the computer | | | |
| Working with files and folders | | | |
| Create a file | | | |
| Open and edit a file | | | |
| Rename and delete files | | | |
| Create a folder | | | |
| Understand the differences between files and folders | | | |
| Select files and folders | | | |
| Organize files and folders | | | |
| Move and copy files | | | |
| Navigate the folder/directory system | | | |
| Understand file name conventions and extensions | | | |
| Copy and paste | | | |
| Drag and drop | | | |

DATABASE SEARCH COMPETENCIES

| Ability to: | No Skills | Learning | Proficient |
|---|-----------|----------|------------|
| General database knowledge | | | |
| Identify the electronic resources licensed to the Library | | | |
| Identify where databases are located on your Library's website | | | |
| Search for information in electronic format | | | |
| Log into databases | | | |
| Access and use databases within the library and remotely | | | |
| Identify which databases can be used remotely and which cannot | | | |
| Understand the difference between indexed and full-text resources in electronic databases | | | |
| Find the list of publications indexed in a database | | | |
| Set up an alert in a database | | | |
| Identify which databases are part of the TAL core | | | |
| Searching skills | | | |
| Perform basic searches within the electronic resources | | | |
| Perform searches using Boolean logic | | | |
| Limit or expand searches as required | | | |
| Teach others how to search online databases | | | |
| Working with results | | | |
| Print articles from electronic resources | | | |
| Save articles from electronic resources to disk, flash drive, or to the computer | | | |
| Email articles from electronic resources | | | |

NETWORK COMPETENCIES

| Ability to: | No Skills | Learning | Proficient |
|--|-----------|----------|------------|
| General networking knowledge | | | |
| Determine if the Library's computers are networked | | | |
| Identify the parts of a network, and how it relates to the Library | | | |
| Create a network map of the Library's network setup | | | |
| Document the Library's network configuration | | | |
| Identify a phone jack | | | |
| Identify a network jack | | | |
| Identify a phone cable | | | |
| Identify connections to hubs, routers, and switches | | | |
| Identify a network cable | | | |
| Save and/or share files and folders to a designated area on the network | | | |
| Understand whether items are being saved to a shared or personal space | | | |
| Troubleshooting and Maintenance | | | |
| Understand and identify the need to change or add workstations, printers, and other devices to the network | | | |
| Conduct basic network troubleshooting | | | |
| Contact appropriate personnel when network problems occur | | | |
| Identify and communicate with the Network Administrator | | | |
| Teach others about the network | | | |

SECURITY COMPETENCIES

| Ability to: | No Skills | Learning | Proficient |
|---|-----------|----------|------------|
| General security knowledge | | | |
| Understand the Library's security policy and the precautions currently implemented (e.g., firewall) | | | |
| Understand the versions and types of security software available for computers | | | |
| Enable and disable security software | | | |
| Understand how security software protects the computers | | | |
| Understand and maintain secure passwords | | | |
| Know who performs backups | | | |
| Respond to power failures | | | |
| Access and understand the library's disaster recovery policy | | | |
| Identify and communicate with the Network Administrator | | | |
| Internet and e-mail security | | | |
| Understand Internet security risks (e.g., email viruses, spy ware, etc.) | | | |
| Understand potential security/privacy threat of cookies | | | |
| Understand the potential security threat of e-mail attachments | | | |
| Understand the potential security threat of spam | | | |
| Understand the potential security/privacy threat of downloading malicious or unauthorized files | | | |
| Clear cookies and temporary files from the Internet cache | | | |
| Identify whether lockdown software is on the computer and know how to use it (e.g., Deepfreeze) | | | |
| Viruses | | | |
| Identify a computer virus | | | |
| Identify a computer hoax | | | |
| Update the anti-virus program | | | |
| Understand the potential security threat of viruses | | | |

TROUBLESHOOTING AND MAINTENANCE COMPETENCIES

| Ability to: | No Skills | Learning | Proficient |
|---|-----------|----------|------------|
| Troubleshooting | | | |
| Identify hardware, software, and network problems | | | |
| Understand the meaning of common error messages | | | |
| Use online Help | | | |
| Locate and use equipment manuals (print or electronic) | | | |
| Reboot the workstation | | | |
| Use the Task Manager to delete non-responsive programs | | | |
| Contact appropriate personnel when maintenance and repair is required | | | |
| Communicate problems to support/repair person | | | |
| Maintenance | | | |
| Install and maintain updates | | | |
| Use tools to maintain the computer | | | |
| Empty the Recycle Bin | | | |
| Clean the computer externals and peripherals | | | |
| Keep the virus protection program updated | | | |
| Defrag the hard drive | | | |
| Identify and use scan disk and check disk | | | |
| Respond to power failures | | | |
| Make decisions based on the Library's technology plan | | | |

RESPONSIBLE AND ETHICAL USE COMPETENCIES

| Ability to: | No Skills | Learning | Proficient |
|--|-----------|----------|------------|
| Copyright and licensing issues | | | |
| Understand copyright restrictions for print and electronic resources | | | |
| Understand the difference between freeware, shareware, and commercial software | | | |
| Understand the software the Library is licensed to use | | | |
| Ethical and legal issues | | | |
| Understand the Library's Internet Use Policy | | | |
| Enforce the Library's Internet Use Policy | | | |
| Model ethical use of electronic resources | | | |
| Speak to technology issues with staff and patrons | | | |
| Understand the legal implications for libraries providing secured and unsecured wireless networking | | | |
| Understand and explain the implications for patrons working in a public environment (e.g., security of passwords, banking information, etc.) | | | |
| Skills and Professional Development | | | |
| Keep current of resources available for understanding technology – its uses and issues (e.g., Web Awareness program, WebJunction, etc.) | | | |
| Develop practical skills to help patrons use the OPAC, Internet, email, and software applications | | | |
| Demonstrate broad and up-to-date knowledge of existing technologies in your Library | | | |

ASSISTIVE AND ADAPTIVE TECHNOLOGY COMPETENCIES

| Ability to: | No Skills | Learning | Proficient |
|---|-----------|----------|------------|
| Identify features of accessible websites | | | |
| Identify and use the following hardware and software options for special needs patrons: | | | |
| Low Vision (CCTVs, Screen Magnification Software, Large Print Keyboards, Scanning and Reading Systems, Voice Recognition Software, DAISY technology) | | | |
| Blindness (Screen Reading Software, Braille Writers/Notetakers, Braille Displays, Braille Printers, Braille Production Equipment, Braille Translation Software, Reading Systems, Scanning Systems, Tactile Graphics, Mobility Aids, DAISY technology) | | | |
| Physical Access (Alternate Access Devices, Eye Tracking Mouse Emulators, Mouse Alternatives, Keyboard Alternatives, Onscreen Keyboards, Voice Recognition Software, Touch Screens, Switches) | | | |
| Special Education (Scanning, Reading, and Writing Systems, Portable Notetaking Devices, Portable Electronic Dictionaries, Voice Recognition and Dictionary Software, Tactile Graphics, Access Devices and Software) | | | |
| Education (Math Software, Language Arts Software, Teacher Tools, Testing Software, Read and Write Gold) | | | |
| Communication Aids (Communication Aids, Language and Therapy Materials, Mounting Kits) | | | |

APPENDIX B:
Online Tutorials for Core Competencies

Online Tutorials for Core Competencies

Introduction

There are many resources covering a wide range of technologies on the Internet. The following listings of online tutorials and suggestions are intended as a guide or starting point for library staff seeking to become familiar with each of the Core Competencies, as developed by the Alberta Public Library Electronic Network (APLEN). The Online Tutorials listed cover only a small sampling of the available information, and the amount of information on the Internet increases every day. We encourage staff to explore these and other resources on their own.

Hardware Competencies

- Learning Technologies – Operate a Computer
- <http://www.learningtechnologies.ac.uk/ITQResources/ITQPack/copyprint/file7.pdf>

- How Stuff Works: Computer Work (*browse “Computer Articles” and “Computer Channel Categories”*)
- <http://computer.howstuffworks.com/>

- Victoria Police IT Traineeship
- http://online.nmit.vic.edu.au/police/hardware/1_1index.htm

- Internet 4 Classrooms – Windows/PC
- http://www.internet4classrooms.com/on-line_ibm.htm

- Barcodes
- http://www.gripon.com.au/?gripon=tutorial_learningaboutbarcodereaders

- Surge Protectors
- <http://computer.howstuffworks.com/surge-protector.htm>

- Keeping Virus Protection Program Updated
- <http://www.aarp.org/learntech/computers/howto/a2002-07-18-upgradevirus.html>

- Identifying Cables/Cords
- http://www.internet4classrooms.com/cable_help.htm

- AARP – USB Hard Drives
- http://www.aarp.org/learntech/computers/videos/usb_hard_drives.html

- How Stuff Works: How USB Ports Work
- <http://computer.howstuffworks.com/usb.htm>

- Victoria Police IT Traineeship – Backup Power Supplies
- http://online.nmit.vic.edu.au/police/hardware/2_1index.htm

- Xtra: Help! How to Run a Scan Disk
- <http://www.xtra.co.nz/help/0,,6156-1403167,00.html>

- Internet 4 Classrooms: Defragging Your Machine
- <http://www.internet4classrooms.com/defrag.htm>

- WebJunction: Setup and Maintenance: Preventing Trouble on Windows through Regular Maintenance
- <http://www.webjunction.org/do/DisplayContent;jsessionid=2F07CDB59AB5896528C0A7E4FBBD7270?id=8504>

- Windows XP: Using a Wireless Laptop at Work and at Home
- [http://www.microsoft.com/windowsxp/using/tablet/using-tablet-tabletlaptop.aspx](http://www.microsoft.com/windowsxp/using/tablet/using-tablet/using-tablet-tabletlaptop.aspx)

- Geek to Live: Set Up a Home Wireless Network
- <http://lifelife.com/software/wifi/geek-to-live-set-up-a-home-wireless-network-162754.php>

- How Stuff Works: How Routers Work
- <http://computer.howstuffworks.com/router.htm>

- How Stuff Works: How WiFi Works
- <http://computer.howstuffworks.com/wireless-network.htm>

Library and Office Equipment Competencies

Training provided in-house or through online manuals by checking manufacturer's websites.

- Connect and use a data projector
- http://library.noctrl.edu/instructional_media/stadium_laptop.htm
- http://www.lr.mdx.ac.uk/comp/gen/pdfs/Data_Projector_AmPro.pdf

- Connect and use a data projector for Macs
- <http://guilford.edu/assets/pdf/admin/its/MacProjectorHookup.pdf>

Internet Competencies

- Windows Internet Explorer
- <http://www.microsoft.com/windows/products/winfamily/ie/default.aspx>

- Mozilla Firefox
- <http://www.mozilla.com/en-US/firefox/>

- Safari
- <http://www.apple.com/safari/>

- Opera
- <http://www.opera.com/download/index.dml?platform=mac>

- Learn the Net
- <http://www.learnthenet.com/english/animate/animate.htm>
- <http://www.learnthenet.com/english/section/www.html>

- Net Tutor
- <http://liblearn.osu.edu/tutor/>
- Looney Tunes Teach the Internet
- <http://www.warnerbros.com/ltti/homepage.html>
- Many more links to tutorials available at RefDesk.com
- <http://www.refdesk.com/factbeg.html>
- Library's Internet Use Policy: Your Library website or your system's website (can be found by google or clicking on "home" icon)
- Your library's Internet Service Provider can be found out at the library.
- Recognizing security issues, privacy, and intellectual property issues are covered here to some extent, but in greater detail in other Competencies.
- *Locating websites:* www.google.ca
- Alberta Municipal Affairs and Housing, Libraries Section
- http://www.municipalaffairs.gov.ab.ca/mc_libraries.cfm
- The Alberta Library's website:
- <http://www.thealbertalibrary.ab.ca/>
- TAL Online:
- <http://www.talonline.ca/searchalberta/index.jsp>
- Ask A Question:
- <http://www.thealbertalibrary.ab.ca/viewChannel.asp?channelID=12>
- Library Book Shipping Tool (via Canadian Library Association and Canada Post)
- http://www.cla.ca/AM/Template.cfm?Section=Library_Book_Shipping_Tool_Utility_de_xpandeaacute_dition_de_livres_de_bibliothandegrave_que
- Learning 2.0 Identifying examples of and use: wikis, blogs, RSS, podcasts, and more:
- <http://plcmcl2-things.blogspot.com>
- AARP: Using RSS Feeds
- <http://www.aarp.org/learntech/computers/howto/a2004-07-21-rssfeed.html>
- PC World-Internet Tips: How to Play it Safe with the Right Browser Security Settings
- <http://www.pcworld.com/article/id,111655-page,1/article.html>
- CERT: Securing Your Web Browser
- http://www.cert.org/tech_tips/securing_browser/
- Identify whether your library filters content on your browser
- <http://www.cippic.ca/internet-censorship-in-public-libraries/>

E-mail Competencies

- Net Tutor – E-mail Basics
- <http://liblearn.osu.edu/tutor/les9/>

- Learn the Net
- <http://www.learnthenet.com/english/section/email.html>

- Media College E-mail Tutorials
- <http://www.mediacollege.com/internet/email/>

- Looney Tunes Teach the Internet (“Electronic Mail”)
- <http://www.warnerbros.com/liti/homepage.html>

- Bounced messages
- <http://www.webpan.com/customers/bounces.htm>

- Outlook (choose the version that applies to you)
- <http://office.microsoft.com/en-us/outlook/default.aspx>

- Outlook: Email (rules, filters, receipts, flagging/marking messages).
- <http://office.microsoft.com/en-us/outlook/CH062556091033.aspx>

For Macs

- Using Mac OS X Mail
- <http://www.apple.com/support/tiger/mail/>

Computer Workstation and ILS Competencies

- For circulation, cataloguing, acquisitions, etc.
- Identify your library’s ILS vendor; e.g., Dynix, Horizon, etc.
- Talk to your local system for help, or check their website (through Google or link from home page)
- Check vendor websites (through Google or specific website if known).
- Northern Lights Library System has some tutorials: <http://www.nlls.ab.ca/index.htm>
- Check links under “Staff Resources” and “Tools”.

Hardware Options for Special Needs Patrons

- Aidis Trust: Disability Computing
- http://www.aidis.org/support/windows_ac1.php

- Aidis Trust: Disability Computing - Hardware Adaptations
- http://www.aidis.org/support/hardware_a.php

For Macs:

- Apple: Accessibility
- <http://www.apple.com/accessibility/>

Software Competencies

- Internet 4 Classrooms (Variety of program tutorials):
 - <http://www.internet4classrooms.com/on-line2.htm>

- *Microsoft Word:*
 - http://www.internet4classrooms.com/on-line_word.htm

- Florida Gulf Coast University Office 2000
 - <http://www.fgcu.edu/support/office2000/index.html>

- File Extensions
 - <http://www.helpwithpcs.com/courses/filenames.htm>

- Digital Reference Overview
 - <http://www.ukoln.ac.uk/public/nsptg/virtual/>

- Ask a Question
 - <http://askaquestion.ab.ca/>

- Software Options for Special Needs Patrons:
 - Visunet/CNIB Library
 - <http://www.cnib.ca/en/services/library/Default.aspx>
 - Web Junction – Making Computers Accessible
 - <http://webjunction.org/do/Navigation?category=526>

- Time-Out Software: specific to the software your library has installed
 - <http://libraryjournal.com/article/CA286654.html>

- CD-ROM burning software – Webopedia
 - http://www.webopedia.com/DidYouKnow/Hardware_Software/2002/CDBurning.asp

- PC Guide: CD-ROM drives
 - <http://www.pcguide.com/ref/cd/>

- Microsoft Office Online: Print a Document
 - <http://office.microsoft.com/en-us/word/HP051895811033.aspx>

- *Printing documents and using Print Preview*
 - Florida Gulf Coast University: Word 2000 Tutorial “Page Formatting”
 - <http://www.fgcu.edu/support/office2000/word/page.html>

- *Installing/Uninstalling programs*
 - <http://liblearn.osu.edu/tutor/les8/pg4.html>
 - <http://www.microsoft.com/mspress/books/sampchap/6271.aspx>

- *Installing/Uninstalling printers (and other peripherals)*
 - Internet 4 Classrooms:
 - http://www.internet4classrooms.com/share_printer.htm

- Geeks.com
- http://www.geeks.com/techtips/ttpdfs/Geeks.com_Tech-Tip%2092%20-%20Installing%20Computer%20Peripherals.pdf

- WebJunction: “Preventing Trouble By Properly Installing Software”
- <http://www.webjunction.org/do/DisplayContent;jsessionid=2F07CDB59AB5896528C0A7E4FBBD7270?id=8504>

- *Software Options for Special Needs Patrons*
- Aidis Trust: Disability Computing – Software Adaptations
- http://www.aidis.org/support/software_a.php

For Macs:

- Apple: Accessibility
- <http://www.apple.com/accessibility/>

- *Social Software/Web 2.0*
- PLCMC Learning 2.0 “23 Learning 2.0 Things”
- <http://plcmcl2-things.blogspot.com/>

- Common Craft
- <http://www.commoncraft.com/>

- *Web Conferencing Software*
- Choosing Web Conferencing Software
- <http://thinkofit.com/webconf/wcchoice.htm>

Operating System Competencies

- Internet 4 Classrooms: Windows/PC
- http://www.internet4classrooms.com/on-line_ibm.htm
- http://www.internet4classrooms.com/entry_level_pc_index_ie.htm

- Windows Vista
- <http://www.microsoft.com/canada/windows/default.mspx>

- Florida Gulf Coast University: Word 2000
- <http://www.fgcu.edu/support/office2000/word/>

- Alverno College File Management Tutorial
- <http://depts.alverno.edu/cil/mod1/filemgt/index.html>

- *Setting up or changing passwords*
- Microsoft Office XP “To Create a User Password”
- http://www.microsoft.com/resources/documentation/windows/xp/all/proddocs/en-us/usercpl_manage_passwords.mspx?mfr=true

- Wellesley College “Setting up or changing passwords in Windows 2000/XP”
- <http://www.wellesley.edu/Computing/LocalPasswords/w2kxp.html>

For Macs

- Using Mac OS X Mail
- <http://www.apple.com/support/tiger/mail/>
- Mac OS X Overview
- <http://www.apple.com/macosx/overview/>

- Software Support
- <http://www.apple.com/support/software/>

Database Search Competencies

- Identify the licensed electronic resources at your library/region's website.

- Net Tutor "Specialized Databases"
- <http://liblearn.osu.edu/tutor/databases/>

- Boolean Search Tutorials:
- <http://library.nyu.edu/research/tutorials/boolean/boolean.html>
- <http://www.uaf.edu/library/instruction/ls101/catalogs/Boolean.html>

- Gale Cengage Learning Tutorials
- <http://gale.cengage.com/tourguide/>

- EBSCO Tutorials
- <http://support.epnet.com/training/tutorials.php>

- ProQuest Training
- http://il.proquest.com/products_pq/training/

- In any of the databases, there is a "Help" or "Tour" or "Quick Guide" feature to help you navigate that particular database.

- Becoming familiar with which databases are located on your library's website where, as well as which are available remotely will have to be practiced in house, as each library's website is unique.

- Identify which databases are part of the TAL core
- <http://www.thealbertainlibrary.ab.ca/viewPosting.asp?postingID=52>

Network Competencies

- TechSoup: Networks
- <http://www.techsoup.org/learningcenter/networks/index.cfm>

- An Educator's Guide to School Networks
- <http://fcit.usf.edu/network/>

- Identifying Cables/Cords
- http://www.internet4classrooms.com/cable_help.htm
- About.com – Networking
- http://compnetworking.about.com/od/basicnetworkingconcepts/Networking_Basics_Key_Concepts_in_Computer_Networking.htm
- Webjunction: LAN Assessment Worksheet
- <http://ct.webjunction.org/do/DisplayContent?id=809>
- Networking 101
- <http://slo.minds.tv/>
- Save and/or share files to a designated area on the network
- [http://www.hickman.k12.ky.us/documents/Saving%20Files%20to%20Your%20Network%20Folder%20\(Student\).doc](http://www.hickman.k12.ky.us/documents/Saving%20Files%20to%20Your%20Network%20Folder%20(Student).doc)
- Microsoft Office Online “Save a Document”
- <http://office.microsoft.com/en-us/word/HP051890841033.aspx?pid=CH060831621033>
- Microsoft Office Online “About Saving Documents”
- <http://office.microsoft.com/en-us/word/HP052419341033.aspx?pid=CH060831621033>
- Contact your system for support.

Security Competencies

- Victoria Police IT Traineeship – Virus Protection
 - http://online.nmit.vic.edu.au/police/hardware/3_index.htm
 - Web Junction: “Achieve Network Security”
 - <http://webjunction.org/do/DisplayContent?id=988>
 - WebJunction – Computer Security
 - <http://webjunction.org/do/Navigation?category=528>
- Allows you to link to the following topics:*
- Protecting Against Viruses
 - Protecting Your Network
 - Protecting Your Workstation
 - Security Strategy
- WebJunction: Protecting and Restoring Software and Data (lockdown software, Deepfreeze, etc.)
 - <http://de.webjunction.org/do/DisplayContent;jsessionid=56AF1A00E65338FA8A231D191F3FF6D7?id=978>
 - Clearing cookies and temporary files from the Internet cache
 - <http://www.microsoft.com/windows/ie/ie6/using/howto/customizing/clearcache.msp>
 - Contact your system’s network administrator, or visit the system’s website for policies on security.

Troubleshooting and Maintenance Competencies

- WebJunction: Troubleshooting Checklist
- <http://ct.webjunction.org/do/DisplayContent;jsessionid=0FE686E1E8D7360FAE63B20D0ADAD3F9?id=1463>

- WebJunction: Setup and Maintenance: Preventing Trouble on Windows through Regular Maintenance (includes running a scan disk or check disk and defragging)
- <http://www.webjunction.org/do/DisplayContent;jsessionid=2F07CDB59AB5896528C0A7E4FBBD7270?id=8504>

- Looney Tunes Teach the Web - Troubleshooting
- <http://www.warnerbros.com/ltti/trouble/marvin1.html>

- Internet 4 Classrooms – Troubleshooting PCs
- <http://www.internet4classrooms.com/support.htm>

- Computer equipment cleaning & dealing with power failures
- <http://online.nmit.vic.edu.au/police/hardware/resources.htm>

- Cleaning the hard drive and using the Recycle Bin
- <http://www.internet4classrooms.com/clean.htm>

- Virus Protection:
- Check what type of virus protection program you have installed (McAfee, Norton Antivirus, AVG, etc.) and find their web site.

- Keeping Virus Protection Program Updated
- <http://www.aarp.org/learntech/computers/howto/a2002-07-18-upgradevirus.html>

- Installing Updates:
- <http://support.microsoft.com/kb/311047>

- WebJunction – Protecting Against Viruses
- <http://webjunction.org/do/Navigation?category=508>

- Check with your system.

- Online Manuals:
Example: Northern Lights Library System
 - <http://www.nlls.ab.ca/index.htm>
 - Select “Staff Resources”, then look under “Tools” for online manuals/computer resources.

Responsible and Ethical Use Competencies

- Canadian Copyright Law FAQs
- <http://www.cippic.ca/en/faqs-resources/copyright-law/>

- Freeware: definition by Webopedia
- <http://www.webopedia.com/TERM/f/freeware.html>

- Shareware: definition by Webopedia
- <http://www.webopedia.com/TERM/s/shareware.html>
- Commercial Software: definition by ComputerHope.com
- <http://www.computerhope.com/jargon/c/commsoft.htm>
- Techsoup: Understanding licensed software in the library
- <http://www.techsoup.org/learningcenter/software/page5350.cfm>
- Media Awareness Network Internet Use and Policies
- http://www.mediaawareness.ca/english/special_initiatives/web_awareness/wa_librarians/professional/internet_use_policy.cfm
- Technology Issues – many links
- <http://www.ualberta.ca/~aschrade/internet/resources.htm>
- WebJunction: Library Wireless Security and Safety
- <http://webjunction.org/do/DisplayContent?id=11038&source=rss>
- Keeping up with current technology in libraries: *Web Junction*
- <http://webjunction.org/do/Home>
- Check your library or system's website for Policy and Legislation.

Assistive and Adaptive Technology Competencies

- WebJunction: Making Computers Accessible
- <http://webjunction.org/do/Navigation;jsessionid=1D8F2B1D2816823F92403238935634D3?category=526>
- CNIB (Canadian National Institute for the Blind)
- <http://www.cnib.ca/en/Default.aspx>
- *Identify and use special software/products*
- Aroga products (Low vision, blindness, communication aids, physical access, special education, education)
- <http://www.aroga.com/products.asp>
- DAISY: Digital Accessible Information System
- <http://www.daisy.org/>
- Aidis Trust: Disability Computing
- http://www.aidis.org/support/windows_ac1.php

For Macs:

- Apple: Accessibility
- <http://www.apple.com/accessibility/>