

LIS215

LIBRARY AND INFORMATION SERVICES FOR CHILDREN AND ADOLESCENTS



Course video is available on our app

COURSE CODE: LIS 215

COURSE TITLE: Library and Information Services for Children and Adolescents

COURSE UNIT LOAS (2 Units C: LH 30)

Series 1: Characteristics, Needs, and Interests of Children and Adolescents

Series 2: Media, Gaming, and Child Safety in Library Services

Series 3: Social Networking and Information Literacy for Young Users

Series 4: Digital Libraries and Evaluation of Resources for Children and Adolescents

Series 5: Technology, Global Perspectives, and Future Trends in Children's Library Services

Part 1: Characteristics of Children and Adolescents

- **Physical and cognitive development**
- **Emotional and social development**
- **Information behaviour patterns**

Part 2: Needs and Interests of Children and Adolescents

- **Educational needs**
- **Recreational and leisure interests**
- **Cultural and social influences on interests**

Part 3: Selection of Appropriate Information Materials

- **Principles of material selection for children and adolescents**
- **Evaluating children's literature and resources**
- **Matching materials to developmental stages and interests**

Introduction

Children and adolescents represent one of the most dynamic groups of library users. Their physical, emotional, and social development shapes the way they seek and use information, and their interests often evolve rapidly as they grow. For librarians and information professionals, understanding these characteristics is essential in order to provide services and resources that are both appropriate and engaging. This Series sets the foundation for the course by focusing on the unique needs of young users and how libraries can respond effectively.

The aim of this Series is to equip you with the knowledge and skills to identify the developmental characteristics, needs, and interests of children and adolescents, and to apply this understanding when selecting suitable information materials for them.

We shall commence this Series by examining the characteristics of children and adolescents, including their physical, cognitive, emotional, and social development. Next, we will explore their needs and interests, considering educational, recreational, and cultural influences. Finally, we will wrap up by studying how to select appropriate information materials, evaluating children's literature and resources, and matching them to developmental stages and interests.



This progression will help you build a clear and practical understanding of how to support young users in library services.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- Describe the physical, cognitive, emotional, and social characteristics of children and adolescents,
- Explain the information behaviour patterns commonly observed among children and adolescents,
- Analyse the educational, recreational, and cultural needs and interests of young users,
- Evaluate children's literature and other resources for suitability in meeting developmental needs, and
- Apply principles of material selection to match resources with the developmental stages and interests of children and adolescents.

1.1 Characteristics Of Children And Adolescents

Children and adolescents are unique groups of library users whose developmental stages influence the way they seek, process, and use information. As a librarian or information professional, it is important to recognise these characteristics so that services and resources can be tailored to meet their needs effectively.

1.1.1 Physical and cognitive development

Physical development refers to the growth and changes in the body, including motor skills, coordination, and sensory abilities. These factors affect how children interact with books, digital devices, and other information materials. For example, younger children may prefer brightly illustrated books with large fonts, while older adolescents are more comfortable with complex texts.

Cognitive development is the progression of mental processes such as thinking, reasoning, memory, and problem-solving. As children grow, their ability to comprehend abstract ideas improves, which influences the type of information materials they can handle.

Fill in the blank: As children grow, their ability to comprehend _____ ideas improves, influencing the type of materials they can use.

[Insert figure here] Diagram showing stages of physical and cognitive development in children and adolescents
Caption: Figure 1.1 Stages of physical and cognitive development
AI prompt suggestion: "Create a diagram showing stages of physical and cognitive development in children and adolescents."
Search string: "physical cognitive development stages children adolescents OER diagram"

1.1.2 Emotional and social development

Emotional development refers to the ability to recognise, express, and manage feelings. Children and adolescents often seek materials that reflect their emotions, such as stories about friendship, identity, or overcoming challenges.

Social development involves learning how to interact with others, form relationships, and understand social norms. Libraries can support this by providing group activities, book clubs, or interactive digital platforms that encourage collaboration.

Fill in the blank: Emotional development refers to the ability to recognise, express, and manage _____.





Plate 1.2 Emotional and social development in library settings

1.1.3 Information behaviour patterns

Information behaviour is the way individuals seek, use, and share information. For children and adolescents, this behaviour is shaped by curiosity, peer influence, and exposure to technology. Younger children may rely heavily on guidance from adults, while adolescents often explore independently, using digital tools and social networks.

Libraries must recognise these patterns to design services that are both supportive and empowering. For instance, providing guided story sessions for children and digital literacy workshops for adolescents ensures that both groups are catered for.

Fill in the blank: Information behaviour refers to the way individuals _____, use, and share information.



Box 1.3

Box 1.3 Information Behaviour Patterns in Children and Adolescents



Younger Children

- Guided by adults
- Prefer simple & visual materials



Adolescents

- Independent, influenced by peers
- Use digital tools & social networks

Figure 1.3 Information behavior patterns in children and adolescents

Pilot questions 1.1

1. Physical development refers to: a. Growth and changes in the body, including motor skills and coordination b. The ability to recognise and manage feelings c. The way individuals seek and use information d. None of the above
2. Cognitive development involves: a. Thinking, reasoning, memory, and problem-solving b. Growth and changes in the body c. Social interaction and relationships d. None of the above
3. Emotional development refers to: a. The ability to recognise, express, and manage feelings b. Growth and changes in the body c. The way individuals seek and share information d. None of the above



4. Social development involves: a. Learning how to interact with others and form relationships b. Growth and changes in the body c. Thinking and reasoning d. None of the above
5. Information behaviour refers to: a. The way individuals seek, use, and share information b. Growth and changes in the body c. Emotional expression and management d. None of the above

1.2 Needs And Interests Of Children And Adolescents

Libraries serve as gateways to knowledge, recreation, and social development for young users. To provide meaningful services, it is important to recognise the **needs** and **interests** of children and adolescents. Needs refer to essential requirements that support growth and learning, while interests are the areas that capture their curiosity and engagement.

1.2.1 Educational needs

Educational needs are the requirements that support formal and informal learning. Children and adolescents rely on libraries for textbooks, supplementary reading, reference materials, and digital resources that enhance classroom learning. Libraries also provide access to literacy programmes, homework support, and subject-specific collections.

Fill in the blank: Libraries provide access to _____ programmes, homework support, and subject-specific collections to meet educational needs.



Box 1.4

Educational Needs of Children and Adolescents Supported by Libraries

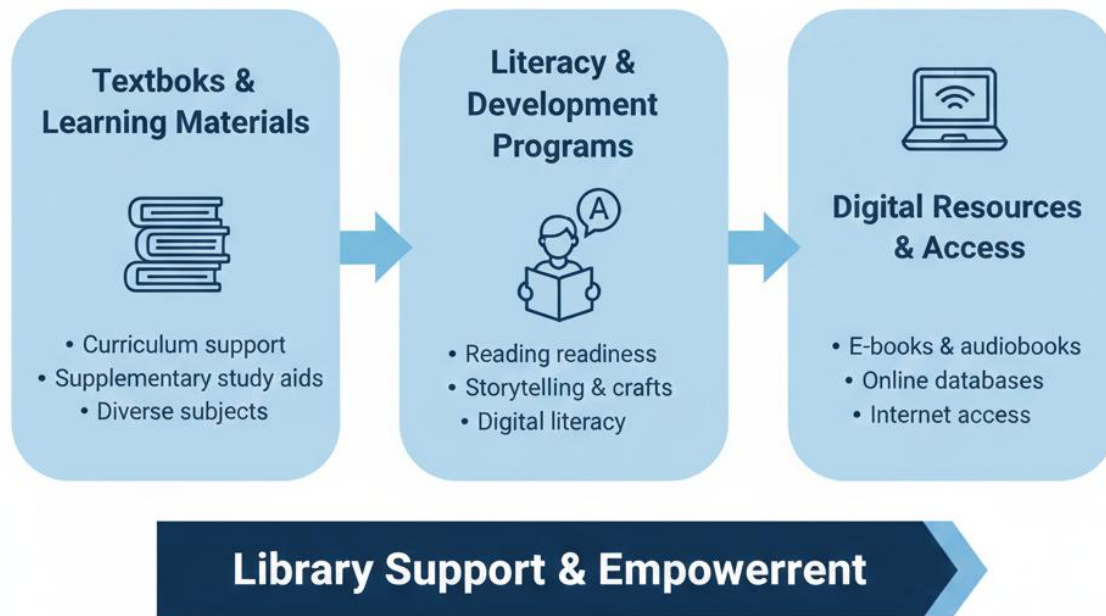


Figure 1.4 Educational needs of children and adolescents supported by libraries

1.2.2 Recreational and leisure interests

Recreational interests refer to activities that provide enjoyment and relaxation. For children and adolescents, this includes storybooks, comics, games, and creative workshops. Libraries often organise storytelling sessions, art clubs, and gaming corners to encourage leisure reading and play. These activities not only entertain but also foster imagination and creativity.

Fill in the blank: Recreational interests include storybooks, comics, games, and creative _____.

1.2.3 Cultural and social influences on interests

Cultural influences shape the themes and materials that children and adolescents engage with. For example, folklore, local traditions, and community values often determine the types of stories and resources they prefer.



Social influences include peer groups, family expectations, and media exposure. Adolescents, in particular, are strongly influenced by trends in music, fashion, and social media, which affect their reading and information-seeking behaviour. Libraries must remain responsive to these influences by curating collections that reflect both local culture and global trends.

Fill in the blank: Adolescents are strongly influenced by trends in _____, fashion, and social media.

Box 1.6

Cultural and Social Influences on Interests



Figure 1.6 Cultural and social influences on interests

Pilot questions 1.2

1. Educational needs of children and adolescents include: a. Textbooks, supplementary reading, and literacy programmes b. Fashion trends and social media c. Recreational games only d. None of the above



2. Recreational interests of young users include: a. Storybooks, comics, games, and creative workshops b. Textbooks and reference materials c. Peer group expectations d. None of the above
3. Cultural influences on interests may include: a. Folklore, traditions, and community values b. Homework support and subject-specific collections c. Gaming corners and art clubs d. None of the above
4. Social influences on adolescents include: a. Peer groups, family expectations, and media exposure b. Physical growth and motor skills c. Literacy programmes and textbooks d. None of the above
5. Libraries can respond to cultural and social influences by: a. Curating collections that reflect local culture and global trends b. Ignoring peer and media influences c. Providing only textbooks d. None of the above

1.3 Selection Of Appropriate Information Materials

Libraries must carefully select information materials that match the developmental stages, needs, and interests of children and adolescents. This process ensures that resources are not only educational but also engaging, safe, and culturally relevant. Selection involves applying clear principles, evaluating available resources, and aligning them with the characteristics of young users.

1.3.1 Principles of material selection for children and adolescents

Material selection refers to the process of choosing books, digital resources, and other media for library collections. For children and adolescents, this requires considering age appropriateness, language level, cultural relevance, and safety. Materials should encourage literacy, creativity, and critical thinking while avoiding harmful or inappropriate content.

Fill in the blank: Material selection requires considering age appropriateness, language level, cultural relevance, and _____.



Box 1.7

Principles of Material Selection for Children and Adolescents



Age appropriateness

- Development stage & maturity



Language level

- Readability & comprehension



Cultural relevance

- Diverse perspectives & inclusivity



Safety and suitability

- Content & themes

Guiding Selection for Young Users

Figure 1.7 Principles of material selection for children and adolescents

1.3.2 Evaluating children's literature and resources

Children's literature refers to books and stories written specifically for young readers.

Evaluating these resources involves assessing quality of writing, illustrations, themes, and alignment with developmental stages. For adolescents, evaluation also includes considering relevance to identity formation, social issues, and academic support.

Libraries must ensure that literature promotes positive values, stimulates imagination, and supports learning. For example, picture books for younger children should have simple text and vivid illustrations, while adolescent novels may explore complex themes such as friendship, resilience, or cultural identity.

Fill in the blank: Picture books for younger children should have simple text and vivid _____.

1.3.3 Matching materials to developmental stages and interests



Libraries must align resources with the **developmental stages** and **interests** of children and adolescents. Younger children benefit from colourful picture books, interactive games, and simple digital tools. Adolescents, on the other hand, require more advanced materials such as novels, subject-specific texts, and access to online platforms.

Matching materials also involves recognising interests shaped by culture, peer influence, and media exposure. By doing so, libraries ensure that collections remain relevant and appealing, encouraging sustained engagement with information.

Fill in the blank: Younger children benefit from colourful picture books, interactive games, and simple _____ tools.

[Insert figure here] Diagram showing materials matched to developmental stages (early childhood, middle childhood, adolescence) Caption: Figure 1.9 Matching materials to developmental stages and interests AI prompt suggestion: “Create a diagram showing materials matched to developmental stages: early childhood, middle childhood, adolescence.” Search string: “matching materials developmental stages children adolescents libraries OER diagram”

Pilot questions 1.3

1. Material selection for children and adolescents requires considering: a. Age appropriateness, language level, cultural relevance, and safety b. Only academic difficulty c. Peer group expectations alone d. None of the above
2. Evaluating children’s literature involves assessing: a. Quality of writing, illustrations, themes, and developmental alignment b. Only the number of pages c. Exclusively cultural traditions d. None of the above
3. Picture books for younger children should have: a. Simple text and vivid illustrations b. Complex themes and abstract ideas c. No illustrations at all d. None of the above
4. Adolescents require materials such as: a. Novels, subject-specific texts, and online platforms b. Only colourful picture books c. Toys and games exclusively d. None of the above
5. Matching materials to developmental stages ensures: a. Resources remain relevant and appealing b. Libraries ignore cultural influences c. Children are restricted to one type of material d. None of the above

Series Summary

In this Series, we have explored the fundamental aspects of children and adolescents as library users. We began by examining their **characteristics**, focusing on physical, cognitive, emotional, and social development, as well as their information behaviour patterns. This helped us to appreciate how developmental stages influence the way young people interact with information resources.

We then moved on to their **needs and interests**, considering educational requirements, recreational and leisure pursuits, and the cultural and social influences that shape their engagement with information. This highlighted the importance of libraries in supporting both learning and enjoyment, while remaining responsive to cultural contexts and peer influences.

Finally, we studied the **selection of appropriate information materials**, where we discussed principles of material selection, evaluation of children’s literature and resources, and the importance of matching materials to developmental stages and interests. This reinforced the librarian’s role in ensuring that collections are safe, relevant, and engaging for young users.



Altogether, this Series has provided you with a clear framework for recognising the characteristics, needs, and interests of children and adolescents, and for applying this understanding to the selection of suitable information materials in library services.

Glossary of Terms (Series 1)

- **Physical development:** Growth and changes in the body, including motor skills, coordination, and sensory abilities, which affect how children interact with information materials.
- **Cognitive development:** The progression of mental processes such as thinking, reasoning, memory, and problem-solving, influencing comprehension of information.
- **Emotional development:** The ability to recognise, express, and manage feelings, often reflected in the choice of stories and resources.
- **Social development:** Learning how to interact with others, form relationships, and understand social norms, supported by group activities and collaborative library services.
- **Information behaviour:** The way individuals seek, use, and share information, shaped by curiosity, peer influence, and exposure to technology.
- **Educational needs:** Requirements that support formal and informal learning, including textbooks, literacy programmes, and digital resources.
- **Recreational interests:** Activities that provide enjoyment and relaxation, such as storybooks, comics, games, and creative workshops.
- **Cultural influences:** Traditions, folklore, and community values that shape the themes and materials children and adolescents prefer.
- **Social influences:** Peer groups, family expectations, and media exposure that affect the interests and information-seeking behaviour of adolescents.
- **Material selection:** The process of choosing books, digital resources, and other media for library collections, based on age appropriateness, language level, cultural relevance, and safety.
- **Children's literature:** Books and stories written specifically for young readers, evaluated for quality, illustrations, themes, and developmental alignment.
- **Developmental stages:** Phases of growth such as early childhood, middle childhood, and adolescence, which determine the suitability of information materials.

Concept Check Questions 1

These questions are designed to help you consolidate your learning from **Series 1:**

Understanding Children and Adolescents in Library Services. They are linked directly to the Series Learning Outcomes (SLOs).

Objective Questions

1. Physical development in children and adolescents refers to: a. Growth and changes in the body, including motor skills and coordination b. The ability to recognise and manage feelings c. The way individuals seek and use information d. None of the above
2. Information behaviour patterns among children and adolescents are shaped by: a. Peer influence, curiosity, and exposure to technology b. Only physical growth c. Exclusively cultural traditions d. None of the above



3. Recreational interests of children and adolescents include: a. Storybooks, comics, games, and creative workshops b. Only textbooks and reference materials c. Peer group expectations alone d. None of the above
4. Evaluating children's literature involves assessing: a. Quality of writing, illustrations, themes, and developmental alignment b. Only the number of pages c. Exclusively cultural traditions d. None of the above
5. Matching materials to developmental stages ensures: a. Resources remain relevant and appealing b. Libraries ignore cultural influences c. Children are restricted to one type of material d. None of the above

Short-Answer Questions

6. Define cognitive development and explain its relevance to library services.
7. State one example of information behaviour among adolescents and explain its significance.
8. Mention one cultural influence that shapes the interests of children and adolescents.
9. Identify one criterion used in evaluating children's literature.
10. Give one example of how materials can be matched to the developmental stage of younger children.

Long-Answer Questions

11. Analyse the relationship between developmental characteristics and information behaviour patterns in children and adolescents.
12. Discuss how educational, recreational, cultural, and social needs influence the services libraries provide for young users.
13. Evaluate the principles of material selection and explain how they can be applied to ensure that resources meet the developmental needs and interests of children and adolescents.

Answers to Pilot Questions (Series 1)

Here are the correct answers to the pilot questions from **Series 1: Understanding Children and Adolescents in Library Services**.

Answers to Pilot Questions 1.1 (Characteristics of Children and Adolescents)

1. a. Growth and changes in the body, including motor skills and coordination
2. a. Thinking, reasoning, memory, and problem-solving
3. a. The ability to recognise, express, and manage feelings
4. a. Learning how to interact with others and form relationships
5. a. The way individuals seek, use, and share information

Answers to Pilot Questions 1.2 (Needs and Interests of Children and Adolescents)

1. a. Textbooks, supplementary reading, and literacy programmes
2. a. Storybooks, comics, games, and creative workshops
3. a. Folklore, traditions, and community values
4. a. Peer groups, family expectations, and media exposure
5. a. Curating collections that reflect local culture and global trends

Answers to Pilot Questions 1.3 (Selection of Appropriate Information Materials)

1. a. Age appropriateness, language level, cultural relevance, and safety
2. a. Quality of writing, illustrations, themes, and developmental alignment



3. a. Simple text and vivid illustrations
4. a. Novels, subject-specific texts, and online platforms
5. a. Resources remain relevant and appealing

References and Attributions 1

This section provides references and attributions for the instructional content, illustrations, and suggested resources used in **Series 1: Understanding Children and Adolescents in Library Services**. The referencing style applied here follows APA guidelines for clarity and consistency.

Core References

- American Library Association. (2011). *Library services to children and young adults*. Chicago, IL: ALA Editions.
- Dresang, E. T. (1999). *Radical change: Books for youth in a digital age*. New York, NY: H. W. Wilson.
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- OER Commons. (n.d.). *Children's literature and library services resources*. Retrieved from <https://www.oercommons.org>

Illustration Attributions

- **Figure 1.1 Stages of physical and cognitive development** AI-generated placeholder. Prompt: "Create a diagram showing stages of physical and cognitive development in children and adolescents." Tool/platform: AI illustration generator. Suggested OER search string: "physical cognitive development stages children adolescents OER diagram".
- **Plate 1.2 Emotional and social development in library settings** AI-generated placeholder. Prompt: "Generate an image showing children engaging in group reading activity in a library." Tool/platform: AI illustration generator. Suggested OER search string: "children group reading library social emotional development OER image".
- **Box 1.3 Information behaviour patterns in children and adolescents** AI-generated placeholder. Prompt: "Generate a text-based infographic listing information behaviour patterns of children and adolescents." Tool/platform: AI illustration generator. Suggested OER search string: "information behaviour children adolescents libraries OER infographic".
- **Figure 1.4 Educational needs of children and adolescents** AI-generated placeholder. Prompt: "Create a diagram showing educational needs of children and adolescents".



supported by libraries.” Tool/platform: AI illustration generator. Suggested OER search string: “educational needs children adolescents libraries OER diagram”.

- **Plate 1.5 Recreational and leisure interests in library services** AI-generated placeholder. Prompt: “Generate an image showing children participating in a storytelling session in a library.” Tool/platform: AI illustration generator. Suggested OER search string: “children storytelling library recreational interests OER image”.
- **Box 1.6 Cultural and social influences on interests** AI-generated placeholder. Prompt: “Generate a text-based infographic listing cultural and social influences on children’s and adolescents’ interests.” Tool/platform: AI illustration generator. Suggested OER search string: “cultural social influences children adolescents libraries OER infographic”.
- **Box 1.7 Principles of material selection for children and adolescents** AI-generated placeholder. Prompt: “Generate a text-based infographic listing principles of material selection for children and adolescents.” Tool/platform: AI illustration generator. Suggested OER search string: “principles material selection children adolescents libraries OER infographic”.
- **Plate 1.8 Evaluating children’s literature and resources** AI-generated placeholder. Prompt: “Generate an image showing a librarian evaluating children’s books with illustrations and themes.” Tool/platform: AI illustration generator. Suggested OER search string: “evaluating children’s literature library OER image”.
- **Figure 1.9 Matching materials to developmental stages and interests** AI-generated placeholder. Prompt: “Create a diagram showing materials matched to developmental stages: early childhood, middle childhood, adolescence.” Tool/platform: AI illustration generator. Suggested OER search string: “matching materials developmental stages children adolescents libraries OER diagram”.

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COURSE TITLE: Library and Information Services for Children and Adolescents

COURSE UNIT LOAS (2 Units C: LH 30)

Series 1: Characteristics, Needs, and Interests of Children and Adolescents

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Series 2: Media, Gaming, and Child Safety in Library Services

Introduction



Libraries today operate in a world where children and adolescents are constantly exposed to different forms of **media**. From television and films to digital platforms and interactive games, these influences shape how young people learn, play, and interact. While media can enrich their experiences, it can also pose challenges such as misinformation, overexposure, or unsafe content. Libraries therefore play a crucial role in guiding young users to engage with media responsibly and safely.

The aim of this Series is to help you examine the effects of media on children and adolescents, explore the relationship between gaming and libraries, and understand strategies for ensuring child safety in accessing information resources.

We shall commence this Series by analysing the effects of media on children and adolescents, considering both positive and negative impacts. Next, we will explore the relationship between gaming and libraries, looking at how games can support learning and engagement. Finally, we will conclude by discussing filtering strategies and child safety measures that libraries can adopt to protect young users while still encouraging exploration and creativity.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- Analyse the positive and negative effects of media on children and adolescents,
- Explain the relationship between gaming and libraries, highlighting its educational and recreational value,
- Evaluate strategies for filtering information resources to ensure child safety, and
- Apply practical measures in library services to protect young users while encouraging responsible media use.

2.1 Effects Of Media On Children And Adolescents

Libraries must recognise the powerful role that **media** plays in shaping the lives of children and adolescents. Media refers to channels of communication such as television, films, radio, print, and digital platforms, which influence how young people learn, play, and interact. While media can enrich their experiences, it can also present challenges that libraries must address through thoughtful services.

2.1.1 Positive effects of media

Media can support learning and creativity when used responsibly. Educational programmes, documentaries, and interactive digital platforms expose children and adolescents to new ideas, cultures, and skills. Story-based media can enhance imagination, while games and films can encourage problem-solving and teamwork.

Libraries can harness these benefits by integrating media resources into literacy programmes, offering access to educational films, and guiding young users towards safe and constructive platforms.

Fill in the blank: Story-based media can enhance _____, while games and films can encourage problem-solving and teamwork.



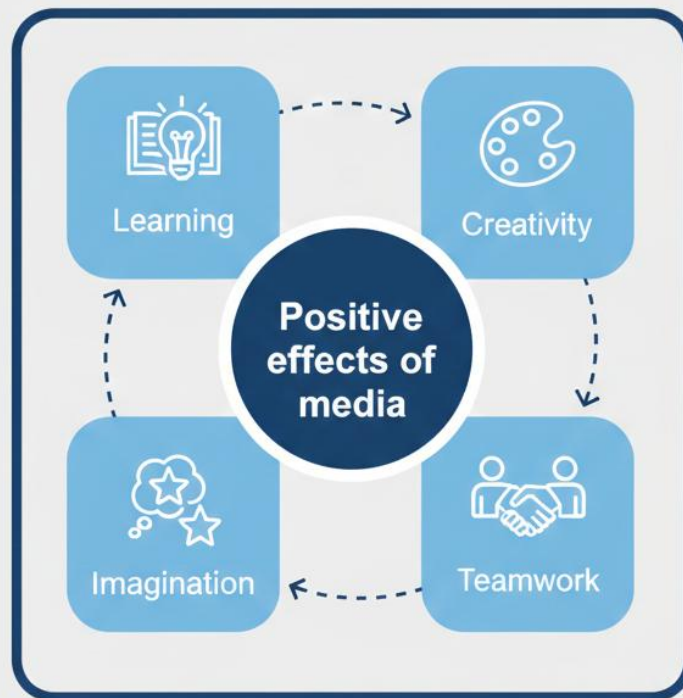


Figure 2.1 Positive effects of media on children and adolescents

2.1.2 Negative effects of media

Despite its benefits, media can also pose risks. Excessive exposure to television or digital platforms may lead to reduced physical activity, poor academic performance, or unhealthy social behaviours. Violent or inappropriate content can influence attitudes and behaviour negatively, while misinformation can mislead young users.

Libraries must therefore act as mediators, helping children and adolescents to critically evaluate media content and avoid harmful influences.

Fill in the blank: Excessive exposure to television or digital platforms may lead to reduced _____ activity.





Plate 2.2 Negative effects of media on children and adosecants ✨

2.1.3 Balancing media use in library services

Libraries can play a central role in promoting balanced media use. By offering structured programmes such as media literacy workshops, guided film screenings, and supervised gaming sessions, libraries help young users to enjoy media responsibly.

The goal is not to eliminate media but to ensure that children and adolescents use it in ways that support their growth and wellbeing. Librarians must act as facilitators, guiding young users to distinguish between beneficial and harmful content.

Fill in the blank: The goal is not to eliminate media but to ensure that children and adolescents use it _____.



Box 2.3

Strategies for balanced media use in libraries



Media literms and discussion boards



Guided film screenings



Supervised gaming sessions



Critical evaluation of content

Box 2.3 Examples of OER in libraries

Pilot questions 2.1

1. Media refers to: a. Channels of communication such as television, films, radio, print, and digital platforms b. Only books and journals c. Exclusively oral traditions d. None of the above
2. Positive effects of media include: a. Learning, creativity, imagination, and teamwork b. Reduced physical activity and poor academic performance c. Misinformation and unhealthy behaviours d. None of the above
3. Negative effects of media may include: a. Reduced physical activity, poor academic performance, and unhealthy behaviours b. Enhanced imagination and teamwork c. Literacy development and cultural awareness d. None of the above



4. Libraries can promote balanced media use by: a. Offering media literacy workshops, guided film screenings, and supervised gaming sessions b. Eliminating all media resources c. Ignoring harmful influences d. None of the above
5. The role of librarians in media use is to: a. Act as facilitators, guiding young users to distinguish between beneficial and harmful content b. Restrict access to all media c. Focus only on print materials d. None of the above

2.2 Gaming And Libraries

Gaming has become a significant part of the lives of children and adolescents. **Gaming** refers to the use of electronic or digital games, whether on computers, consoles, or mobile devices. While often seen as purely recreational, gaming can also support learning, creativity, and social interaction. Libraries are increasingly recognising the potential of gaming as a tool for engagement and education.

2.2.1 Educational value of gaming

Games can enhance problem-solving skills, critical thinking, and collaboration. Educational games are designed to teach specific subjects such as mathematics, science, or language, while strategy and role-playing games encourage planning and decision-making.

Libraries can integrate gaming into literacy programmes, coding workshops, and STEM activities. By doing so, they provide young users with opportunities to learn in interactive and enjoyable ways.

Fill in the blank: Educational games are designed to teach specific subjects such as _____, science, or language.



Figure 2.4 Educational value of gaming



Figure 2.4 Educational value of gaming

2.2.2 Recreational and social aspects of gaming

Beyond education, gaming provides recreation and fosters social interaction. Multiplayer games encourage teamwork, communication, and peer bonding. Recreational gaming in libraries can create safe spaces for young users to relax, compete, and collaborate.

Libraries that provide gaming corners or organise tournaments help adolescents build friendships and develop social skills. These activities also make libraries more appealing to young users, encouraging them to see the library as a vibrant community hub.

Fill in the blank: Multiplayer games encourage teamwork, communication, and _____ bonding.

[Insert plate here] Image showing adolescents participating in a library gaming session
Caption: Plate 2.5 Recreational and social aspects of gaming in libraries
AI prompt suggestion: “Generate



an image showing adolescents participating in a library gaming session.” Search string: “adolescents gaming library recreational social OER image”

2.2.3 Integrating gaming into library services

Libraries can integrate gaming into their services by offering access to educational games, organising gaming events, and linking gaming to literacy and learning goals. For example, a library might host a coding competition using game-based platforms or run storytelling workshops inspired by role-playing games.

The key is to balance recreational enjoyment with educational outcomes, ensuring that gaming supports the overall mission of the library.

Fill in the blank: Libraries can integrate gaming into their services by offering access to _____ games and organising events.



Box 2.6

Examples of gaming integration in libraries



Educational games linked to literacy programmes



Coiled film paceencines



Coding competitions using game-based platforms



Storytelling workshops inspired role-playing games



Gaming tournamens to encourage teamwork and social interaction

Box 2.6 Examples of gaming integrations in libraries

Pilot questions 2.2

1. Gaming refers to: a. The use of electronic or digital games on computers, consoles, or mobile devices b. Only traditional board games c. Exclusively outdoor sports d. None of the above
2. Educational games can: a. Enhance problem-solving skills, critical thinking, and collaboration b. Only provide recreation without learning c. Replace all textbooks d. None of the above
3. Multiplayer games encourage: a. Teamwork, communication, and peer bonding b. Isolation and reduced social interaction c. Only academic learning d. None of the above
4. Libraries can integrate gaming into services by: a. Offering educational games, organising events, and linking gaming to literacy goals b. Eliminating all recreational activities c. Restricting access to digital platforms d. None of the above



5. The key to integrating gaming in libraries is to: a. Balance recreational enjoyment with educational outcomes b. Focus only on competition c. Ignore literacy and learning goals d. None of the above

2.3 Filtering And Child Safety In Library Services

Libraries have a responsibility to ensure that children and adolescents access information safely.

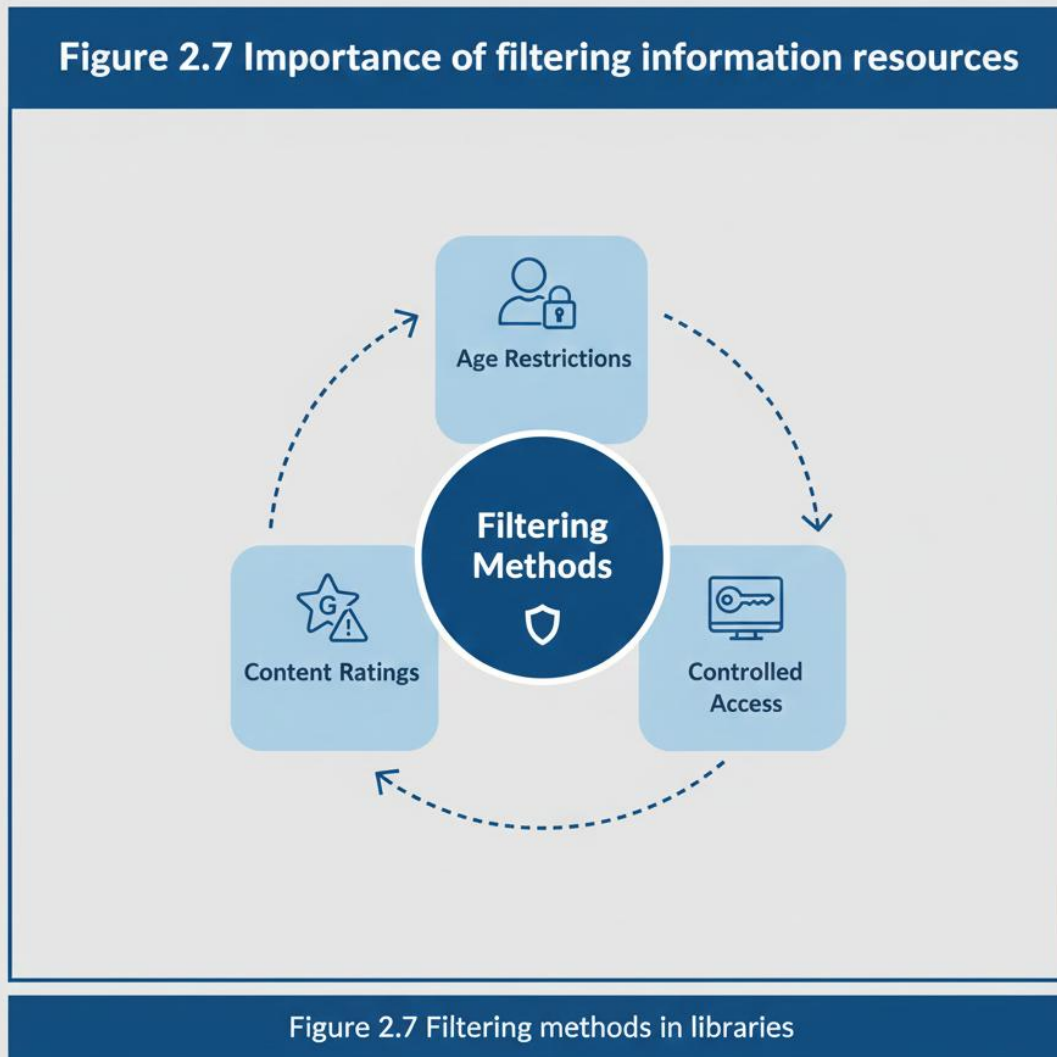
Filtering refers to the process of controlling or limiting access to certain types of information, particularly harmful or inappropriate content. **Child safety** in library services involves creating a secure environment where young users can explore resources without being exposed to risks such as misinformation, violence, or unsafe online interactions.

2.3.1 Importance of filtering information resources

Filtering is essential because children and adolescents are highly impressionable. Exposure to inappropriate content can affect their behaviour, values, and emotional wellbeing. Libraries use filtering tools such as age restrictions, content ratings, and controlled access to ensure that young users engage only with safe and suitable materials.

Fill in the blank: Libraries use filtering tools such as age restrictions, content ratings, and _____ access to ensure safety.





2.3.2 Strategies for ensuring child safety

Libraries adopt multiple strategies to protect young users. These include monitoring internet use, providing safe search engines, and educating children about responsible online behaviour. Staff training is also important, as librarians must be able to guide children in recognising safe and unsafe resources.

Fill in the blank: Libraries adopt strategies such as monitoring internet use, providing safe search engines, and _____ children about responsible behaviour.





Plate 2.8 Strategies for ensuring child safety in libraries

2.3.3 Balancing access and protection

While filtering is important, libraries must also ensure that children and adolescents have access to diverse and enriching resources. Overly restrictive measures may limit creativity and learning. The challenge is to strike a balance between protecting young users and allowing them to explore information freely.

Libraries achieve this balance by combining technical filters with educational programmes that teach children how to evaluate information critically. This empowers them to make safe choices independently.

Fill in the blank: The challenge is to strike a balance between protecting young users and allowing them to _____ information freely.



Box 2.9

Balancing access and protection in libraries

-  Technical filters and content controls
-  Educational programs on information literacy
-  Guidance from trained librarians
-  Empowering independent safe choices

Box 2.9 Balancing access and protection in libraries

Pilot questions 2.3

1. Filtering refers to: a. Controlling or limiting access to harmful or inappropriate content b. Eliminating all media resources c. Ignoring unsafe materials d. None of the above
2. Libraries use filtering tools such as: a. Age restrictions, content ratings, and controlled access b. Only textbooks and journals c. Peer group monitoring alone d. None of the above
3. Strategies for ensuring child safety include: a. Monitoring internet use, providing safe search engines, and educating children about responsible behaviour b. Restricting access to all digital platforms c. Ignoring unsafe online interactions d. None of the above
4. Overly restrictive measures may: a. Limit creativity and learning b. Encourage independent safe choices c. Improve balanced access d. None of the above



5. Libraries balance access and protection by: a. Combining technical filters with educational programmes that teach critical evaluation of information b. Eliminating all recreational resources c. Ignoring cultural influences d. None of the above

Series Summary (Series 2: Media, Gaming, and Child Safety in Library Services)

In this Series, we examined how media, gaming, and child safety intersect within library services.

We began with the **effects of media on children and adolescents**, highlighting both positive impacts such as learning, creativity, and teamwork, and negative consequences including reduced physical activity, poor academic performance, and exposure to harmful content. We emphasised the librarian's role in promoting balanced media use through literacy workshops, guided screenings, and supervised sessions.

Next, we explored **gaming and libraries**, recognising gaming as both educational and recreational. We discussed how games can enhance problem-solving, critical thinking, and collaboration, while also fostering social interaction and peer bonding. Libraries can integrate gaming into services by offering educational games, organising tournaments, and linking gaming activities to literacy and STEM programmes.

Finally, we addressed **filtering and child safety in library services**, focusing on the importance of protecting young users from inappropriate or unsafe content. We examined filtering tools such as age restrictions and content ratings, strategies like monitoring internet use and safe search engines, and the need to balance access with protection. Libraries achieve this balance by combining technical filters with educational programmes that empower children to make safe choices independently.

Altogether, this Series has provided you with a framework for understanding how media and gaming influence young users, and how libraries can safeguard them while still encouraging exploration, creativity, and responsible engagement with information.

Glossary of Terms (Series 2)

Here is a quick reference to the key concepts introduced in **Series 2: Media, Gaming, and Child Safety in Library Services**.

- **Media:** Channels of communication such as television, films, radio, print, and digital platforms that influence how children and adolescents learn, play, and interact.
- **Positive effects of media:** Benefits such as enhanced learning, creativity, imagination, teamwork, and exposure to new ideas and cultures.
- **Negative effects of media:** Risks including reduced physical activity, poor academic performance, unhealthy behaviours, and exposure to harmful or misleading content.
- **Balanced media use:** The practice of engaging with media responsibly, combining enjoyment with educational value, often supported by library programmes such as literacy workshops and supervised sessions.
- **Gaming:** The use of electronic or digital games on computers, consoles, or mobile devices, which can serve both recreational and educational purposes.
- **Educational value of gaming:** The ability of games to enhance problem-solving, critical thinking, collaboration, and subject-specific learning.
- **Recreational and social aspects of gaming:** The role of games in providing enjoyment, relaxation, teamwork, communication, and peer bonding.



- **Gaming integration in libraries:** The inclusion of gaming activities in library services, such as tournaments, coding competitions, and storytelling workshops linked to role-playing games.
- **Filtering:** The process of controlling or limiting access to harmful or inappropriate content, using tools such as age restrictions, content ratings, and controlled access.
- **Child safety in libraries:** Measures taken to protect young users from unsafe content and online risks, including monitoring internet use, safe search engines, and staff guidance.
- **Balancing access and protection:** Ensuring children and adolescents have access to diverse resources while safeguarding them from harmful influences, achieved through a mix of technical filters and educational programmes.

Concept Check Questions 2

These questions are designed to help you consolidate your learning from **Series 2: Media, Gaming, and Child Safety in Library Services**. They are linked directly to the Series Learning Outcomes (SLOs).

Objective Questions

1. (Linked to SLO 2.1) Media refers to: a. Channels of communication such as television, films, radio, print, and digital platforms b. Only books and journals c. Exclusively oral traditions d. None of the above
2. (Linked to SLO 2.1) Positive effects of media include: a. Learning, creativity, imagination, and teamwork b. Reduced physical activity and poor academic performance c. Misinformation and unhealthy behaviours d. None of the above
3. (Linked to SLO 2.2) Educational value of gaming includes: a. Enhancing problem-solving, critical thinking, and collaboration b. Only providing recreation without learning c. Replacing all textbooks d. None of the above
4. (Linked to SLO 2.3) Filtering information resources in libraries involves: a. Controlling or limiting access to harmful or inappropriate content b. Eliminating all media resources c. Ignoring unsafe materials d. None of the above
5. (Linked to SLO 2.4) Libraries balance access and protection by: a. Combining technical filters with educational programmes that teach critical evaluation of information b. Eliminating all recreational resources c. Ignoring cultural influences d. None of the above

Short-Answer Questions

6. State one negative effect of media on children and adolescents.
7. Mention one way libraries can promote balanced media use.
8. Give one example of how gaming can support learning in libraries.
9. Identify one filtering tool libraries use to protect children.
10. Explain one strategy libraries use to balance access and protection.

Long-Answer Questions

11. Analyse the positive and negative effects of media on children and adolescents, and explain how libraries can mediate these influences.
12. Discuss the educational and recreational value of gaming in libraries, providing examples of integration into services.
13. Evaluate the importance of filtering and child safety in library services, and propose practical measures that balance protection with access to diverse resources.



Answers to Pilot Questions 2.1 (Effects of Media on Children and Adolescents)

1. a. Channels of communication such as television, films, radio, print, and digital platforms
2. a. Learning, creativity, imagination, and teamwork
3. a. Reduced physical activity, poor academic performance, and unhealthy behaviours
4. a. Offering media literacy workshops, guided film screenings, and supervised gaming sessions
5. a. Act as facilitators, guiding young users to distinguish between beneficial and harmful content

Answers to Pilot Questions 2.2 (Gaming and Libraries)

1. a. The use of electronic or digital games on computers, consoles, or mobile devices
2. a. Enhance problem-solving skills, critical thinking, and collaboration
3. a. Teamwork, communication, and peer bonding
4. a. Offering educational games, organising events, and linking gaming to literacy goals
5. a. Balance recreational enjoyment with educational outcomes

Answers to Pilot Questions 2.3 (Filtering and Child Safety in Library Services)

1. a. Controlling or limiting access to harmful or inappropriate content
2. a. Age restrictions, content ratings, and controlled access
3. a. Monitoring internet use, providing safe search engines, and educating children about responsible behaviour
4. a. Limit creativity and learning
5. a. Combining technical filters with educational programmes that teach critical evaluation of information

References and Attributions 2

This section provides references and attributions for the instructional content, illustrations, and suggested resources used in **Series 2: Media, Gaming, and Child Safety in Library Services**. The referencing style applied here follows APA guidelines for clarity and consistency.

Core References

- American Library Association. (2011). *Library services to children and young adults*. Chicago, IL: ALA Editions.
- Dresang, E. T. (1999). *Radical change: Books for youth in a digital age*. New York, NY: H. W. Wilson.
- Elkin, J., Train, B., & Denham, D. (2003). *Reading and reader development: The children's and young people's library*. London: Facet Publishing.
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- National Literacy Trust. (2017). *Children's reading habits and preferences*. London: National Literacy Trust.
- UNESCO. (2015). *Libraries serving children and young adults: Guidelines and best practices*. Paris: UNESCO Publishing.
- OER Commons. (n.d.). *Children's literature and library services resources*. Retrieved from <https://www.oercommons.org>



Illustration Attributions

- **Figure 2.1 Positive effects of media on children and adolescents** AI-generated placeholder. Prompt: “Create a diagram showing positive effects of media on children and adolescents: learning, creativity, imagination, teamwork.” Tool/platform: AI illustration generator. Suggested OER search string: “positive effects media children adolescents OER diagram”.
- **Plate 2.2 Negative effects of media on children and adolescents** AI-generated placeholder. Prompt: “Generate an image showing a child spending long hours on a digital device.” Tool/platform: AI illustration generator. Suggested OER search string: “negative effects media children adolescents OER image”.
- **Box 2.3 Strategies for balanced media use in libraries** AI-generated placeholder. Prompt: “Generate a text-based infographic listing strategies for balanced media use in libraries.” Tool/platform: AI illustration generator. Suggested OER search string: “balanced media use children adolescents libraries OER infographic”.
- **Figure 2.4 Educational value of gaming** AI-generated placeholder. Prompt: “Create a diagram showing educational benefits of gaming for children and adolescents.” Tool/platform: AI illustration generator. Suggested OER search string: “educational benefits gaming children adolescents libraries OER diagram”.
- **Plate 2.5 Recreational and social aspects of gaming in libraries** AI-generated placeholder. Prompt: “Generate an image showing adolescents participating in a library gaming session.” Tool/platform: AI illustration generator. Suggested OER search string: “adolescents gaming library recreational social OER image”.
- **Box 2.6 Examples of gaming integration in libraries** AI-generated placeholder. Prompt: “Generate a text-based infographic listing examples of gaming integration in libraries.” Tool/platform: AI illustration generator. Suggested OER search string: “gaming integration libraries children adolescents OER infographic”.
- **Figure 2.7 Importance of filtering information resources** AI-generated placeholder. Prompt: “Create a diagram showing filtering methods in libraries: age restrictions, content ratings, controlled access.” Tool/platform: AI illustration generator. Suggested OER search string: “filtering methods libraries children adolescents OER diagram”.
- **Plate 2.8 Strategies for ensuring child safety in libraries** AI-generated placeholder. Prompt: “Generate an image showing a librarian guiding children on safe internet use.” Tool/platform: AI illustration generator. Suggested OER search string: “librarian guiding children safe internet use OER image”.
- **Box 2.9 Balancing access and protection in libraries** AI-generated placeholder. Prompt: “Generate a text-based infographic listing strategies for balancing access and protection in libraries.” Tool/platform: AI illustration generator. Suggested OER search string: “balancing access protection libraries children adolescents OER infographic”.

COURSE CODE: LIS 215

COURSE TITLE: Library and Information Services for Children and Adolescents



COURSE UNIT LOAS 2 Units

Series 1: Characteristics, Needs, and Interests of Children and Adolescents

Series 2: Media, Gaming, and Child Safety in Library Services

Series 3: Social Networking and Information Literacy for Young Users

Series 4: Digital Libraries and Evaluation of Resources for Children and Adolescents

Series 5: Technology, Global Perspectives, and Future Trends in Children's Library Services

Series 3: Social Networking and Information Literacy for Young Users

Introduction

Young adults represent a dynamic and transitional group within library services. They are no longer children, yet not fully independent adults, and their information needs reflect this unique stage of life. Libraries must recognise that young adults are navigating identity formation, academic pressures, career exploration, and social relationships, all while being heavily influenced by digital technology and global culture.

This Series will focus on **Library Services for Young Adults**, examining how libraries can support their educational, recreational, cultural, and social needs. We will explore strategies for engaging young adults, designing collections and programmes that resonate with their interests, and ensuring that libraries remain relevant in their lives.

The Series will be structured into three parts:

- **Part 1:** Characteristics and Needs of Young Adults
- **Part 2:** Library Services and Programmes for Young Adults
- **Part 3:** Challenges and Future Directions in Young Adult Services

By the end of this Series, you will understand how libraries can empower young adults to become informed, creative, and responsible members of society.

Series Learning Outcome

Upon completing this Series, you should be able to:

- Describe the developmental characteristics and information needs of young adults, including educational, recreational, cultural, and social dimensions.
- Analyse the role of libraries in designing services and programmes that engage and support young adults.
- Evaluate challenges faced by libraries in meeting the needs of young adults, such as digital access, resource relevance, and participation.
- Propose innovative strategies and future directions for enhancing young adult services in libraries.



3.1 Characteristics And Needs Of Young Adults

Young adults occupy a transitional stage between adolescence and full adulthood. Their developmental characteristics and information needs reflect both continuity with earlier stages and new demands shaped by education, career, and identity exploration. Libraries must understand these traits to design services that resonate with them.

3.1.1 Developmental characteristics of young adults

Young adults are typically characterised by:

- **Identity formation:** Exploring personal values, beliefs, and future goals.
- **Independence:** Seeking autonomy in decision-making and lifestyle choices.
- **Social relationships:** Building deeper friendships, romantic partnerships, and professional networks.
- **Academic and career focus:** Preparing for higher education, vocational training, or employment.
- **Digital fluency:** Heavy reliance on technology and online platforms for learning, communication, and recreation.

Fill in the blank: Young adults are typically characterised by identity formation, independence, social relationships, academic focus, and _____ fluency.



Developmental characteristics of young adults



Figure 3.1 Developmental characteristics of young adults

3.1.2 Information needs of young adults

Young adults have diverse information needs, including:

- **Educational needs:** Access to textbooks, research databases, and study spaces.
- **Career needs:** Guidance on job opportunities, vocational training, and professional development.
- **Recreational needs:** Novels, films, games, and creative workshops.
- **Cultural needs:** Resources that reflect identity, diversity, and global perspectives.
- **Social needs:** Information on health, relationships, and community engagement.

Fill in the blank: Young adults have diverse information needs, including educational, career, recreational, cultural, and _____ needs.





Plate 3.2 Information needs of young adults

3.1.3 Implications for library services

Understanding these characteristics and needs helps libraries design relevant services. Libraries must provide:

- Access to academic and career resources
- Spaces for social interaction and collaboration
- Programmes that reflect cultural diversity
- Digital platforms for research and recreation
- Guidance in navigating information critically and responsibly

Fill in the blank: Libraries must provide access to academic and career resources, spaces for collaboration, and _____ platforms for research.

[Insert box here] Box 3.3 Implications for library services for young adults



- Academic and career resources
 - Collaborative spaces
 - Culturally diverse programmes
 - Digital platforms for research and recreation
 - Guidance in information literacy
- Caption: Box 3.3 Implications for library services for young adults
AI prompt suggestion: “Generate a text-based infographic listing implications for library services for young adults.”
Search string: “library services young adults implications OER infographic”

Pilot questions 3.1

1. Young adults are typically characterised by: a. Identity formation, independence, social relationships, academic focus, and digital fluency b. Only physical growth and motor skills c. Exclusively recreational interests d. None of the above
2. Information needs of young adults include: a. Educational, career, recreational, cultural, and social needs b. Only textbooks and journals c. Exclusively recreational games d. None of the above
3. Libraries must provide: a. Academic and career resources, collaborative spaces, culturally diverse programmes, digital platforms, and guidance in information literacy b. Only print materials c. Exclusively recreational services d. None of the above

3.2 Library Services And Programmes For Young Adults

Libraries must design services and programmes that reflect the unique needs and interests of young adults. These services go beyond traditional collections, offering opportunities for education, recreation, cultural engagement, and social development.

3.2.1 Educational services

Libraries support young adults in their academic and career pursuits by providing:

- Access to textbooks, journals, and research databases
- Study spaces and collaborative learning areas
- Career guidance resources such as CV writing workshops and job search tools
- Digital literacy programmes to strengthen research and technology skills

Fill in the blank: Libraries support young adults in their academic and career pursuits by providing access to _____, journals, and research databases.



Figure 3.4 Educational services for young adults

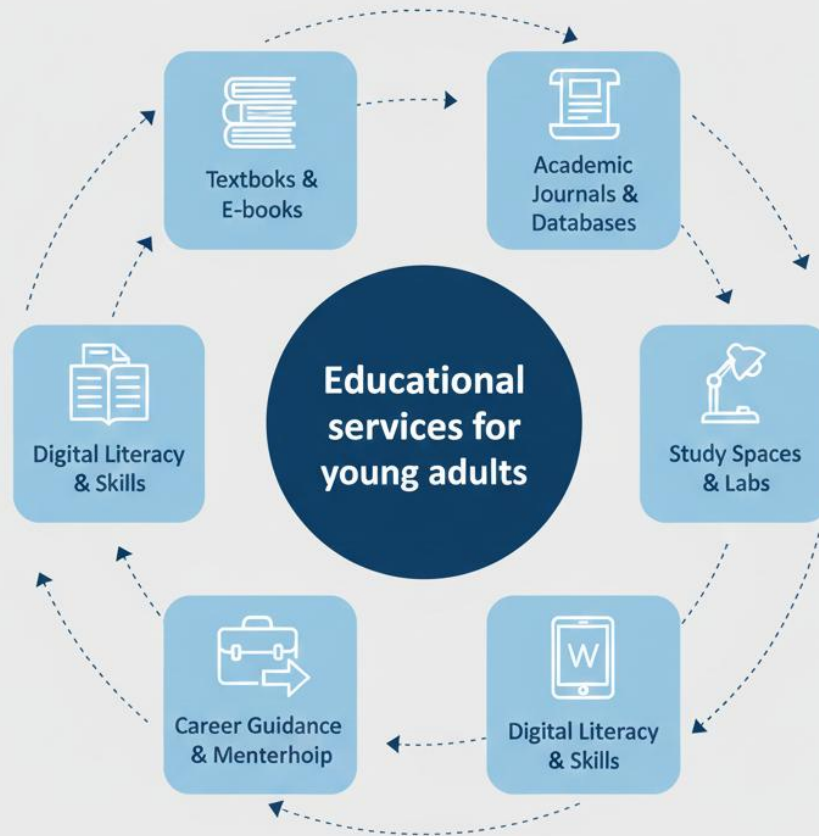


Figure 3.4 Educational services for young adults

3.2.2 Recreational and cultural programmes

Libraries also serve as recreational and cultural hubs. They provide:

- Access to novels, films, and games
- Creative workshops such as art, music, and writing clubs
- Cultural events showcasing diversity and global perspectives
- Spaces for relaxation and informal social interaction

Fill in the blank: Libraries serve as recreational and cultural hubs by providing access to novels, films, and _____.





Plate 3.5 Recreational and cultural programmes for young adults

3.2.3 Social and community engagement

Libraries foster social and community engagement among young adults by:

- Organising discussion groups and book clubs
- Hosting seminars on health, relationships, and civic participation
- Providing volunteer opportunities and community service projects
- Creating safe spaces for dialogue and peer support

Fill in the blank: Libraries foster social and community engagement by organising discussion groups and _____ clubs.



Box 3.6

Social and community engagement services for young adults



Discussion groups and book clubs



Health and civic seminars



Volunteer opportunities



Safe spaces for dialogue and peer support

Box 3.6 Social and community engagement services for young adults

Pilot questions 3.2

1. Educational services for young adults include: a. Access to textbooks, journals, research databases, study spaces, and career guidance resources b. Only recreational games c. Exclusively cultural events d. None of the above
2. Recreational and cultural programmes in libraries provide: a. Novels, films, games, creative workshops, and cultural events b. Only textbooks and journals c. Exclusively career guidance d. None of the above
3. Social and community engagement services include: a. Discussion groups, book clubs, health seminars, volunteer opportunities, and safe spaces for dialogue b. Only digital literacy programmes c. Exclusively recreational films d. None of the above

3.3 Challenges And Future Directions In Young Adult Services



Libraries face both opportunities and obstacles in serving young adults. Understanding these challenges and planning for future directions ensures that libraries remain relevant and supportive of this age group.

3.3.1 Challenges in young adult services

Libraries encounter several challenges when addressing the needs of young adults:

- **Digital access:** Not all young adults have equal access to reliable internet or devices.
- **Resource relevance:** Collections may fail to reflect current trends, diverse identities, or global perspectives.
- **Engagement:** Some young adults perceive libraries as outdated or irrelevant.
- **Participation barriers:** Limited time, competing responsibilities, or lack of awareness may reduce involvement in library programmes.
- **Funding constraints:** Insufficient resources can limit innovation and service expansion.

Fill in the blank: Libraries encounter challenges such as digital access, resource relevance, engagement, participation barriers, and _____ constraints.



Figure 3.7 Challenges in young adult services



Figure 3.7 Challenges in young adult services

3.3.2 Future directions for young adult services

Libraries can overcome these challenges by adopting innovative strategies:

- **Digital innovation:** Expanding e-resources, online platforms, and virtual programmes.
- **Inclusive collections:** Ensuring materials reflect diverse cultures, identities, and global issues.
- **Youth participation:** Involving young adults in decision-making and programme design.
- **Community partnerships:** Collaborating with schools, NGOs, and cultural organisations.
- **Flexible spaces:** Designing adaptable areas for study, recreation, and social interaction.

Fill in the blank: Libraries can overcome challenges by adopting strategies such as digital innovation, inclusive collections, and _____ partnerships.



Figure 3.7 Challenges in young adult services



Figure 3.7 Challenges in young adult services

3.3.3 Role of librarians in shaping the future

Librarians play a crucial role in ensuring the success of young adult services. They must:

- Act as mentors and facilitators of information literacy
- Advocate for funding and policy support
- Stay updated on youth trends and digital innovations
- Create inclusive and welcoming environments
- Encourage lifelong learning and civic participation

Fill in the blank: Librarians must act as mentors, advocates, innovators, and facilitators of _____ literacy.



Box 3.9 Role of librarians in shaping young adult services



Mentors and facilitators of information literacy



Advocates for funding and policy support



Innovators in youth trends and digital platforms



Creators of inclusive environments



Promoters of lifetime learning and civic participation

Box 3.9 Role of librarians in shaping adult services

Pilot questions 3.3

1. Challenges in young adult services include: a. Digital access, resource relevance, engagement, participation barriers, and funding constraints b. Only physical growth and motor skills c. Exclusively recreational interests d. None of the above
2. Future directions for young adult services involve: a. Digital innovation, inclusive collections, youth participation, community partnerships, and flexible spaces b. Restricting access to digital platforms c. Ignoring cultural diversity d. None of the above
3. Librarians must act as: a. Mentors, advocates, innovators, and facilitators of information literacy b. Only custodians of print materials c. Exclusively recreational organisers d. None of the above

Series Summary (Series 3: Library Services for Young Adults)



In this Series, we explored how libraries can effectively serve young adults, a group navigating the transition from adolescence to adulthood.

We began with the **characteristics and needs of young adults**, noting their focus on identity formation, independence, social relationships, academic and career development, and digital fluency. Their information needs span education, career guidance, recreation, cultural diversity, and social wellbeing.

Next, we examined **library services and programmes for young adults**, highlighting educational support through textbooks, research databases, and career workshops; recreational and cultural programmes such as creative clubs and cultural events; and social/community engagement through book clubs, health seminars, and volunteer opportunities. These services position libraries as both learning hubs and vibrant community spaces.

Finally, we addressed **challenges and future directions in young adult services**, including digital access gaps, resource relevance, engagement barriers, and funding constraints. We discussed future strategies such as digital innovation, inclusive collections, youth participation in decision-making, community partnerships, and flexible spaces. Librarians play a central role as mentors, advocates, and innovators, ensuring that young adult services remain responsive and impactful.

Altogether, this Series has provided a framework for understanding young adults' developmental needs, the services libraries can offer, and the strategies required to overcome challenges and shape the future of young adult services.

Glossary of Terms (Series 3: Library Services for Young Adults)

Here is a concise reference to the key concepts introduced in **Series 3: Library Services for Young Adults**.

- **Young adults:** Individuals in the transitional stage between adolescence and adulthood, typically aged 15–24, with unique developmental and information needs.
- **Identity formation:** The process by which young adults explore personal values, beliefs, and future goals.
- **Independence:** The growing autonomy of young adults in decision-making, lifestyle choices, and responsibilities.
- **Digital fluency:** The ability of young adults to use technology and online platforms effectively for learning, communication, and recreation.
- **Information needs of young adults:** Educational, career, recreational, cultural, and social requirements that libraries must address.
- **Educational services:** Library resources and programmes supporting academic success, career development, and digital literacy.
- **Recreational and cultural programmes:** Activities such as creative workshops, cultural events, and access to novels, films, and games.
- **Social and community engagement:** Library initiatives that foster dialogue, peer support, volunteerism, and civic participation.
- **Challenges in young adult services:** Barriers such as digital access gaps, resource relevance, engagement issues, participation constraints, and funding limitations.
- **Future directions:** Innovative strategies for libraries, including digital innovation, inclusive collections, youth participation, community partnerships, and flexible spaces.



- **Role of librarians:** Acting as mentors, facilitators of information literacy, advocates for funding, innovators in youth trends, and promoters of lifelong learning.

Objective Questions

1. (Linked to SLO 3.1) Which of the following is a key developmental characteristic of young adults? a. Identity formation b. Motor skill development c. Language acquisition d. Nursery play
2. (Linked to SLO 3.1) Young adults' information needs include: a. Educational, career, recreational, cultural, and social needs b. Only recreational games c. Exclusively textbooks and journals d. None of the above
3. (Linked to SLO 3.2) Which library service supports young adults academically? a. Access to research databases and study spaces b. Cooking classes for toddlers c. Storytelling for children d. Playground activities
4. (Linked to SLO 3.3) Which of the following is a major challenge in young adult services? a. Digital access gaps b. Nursery enrolment c. Motor skill delays d. Excessive playtime
5. (Linked to SLO 3.4) Which future direction can libraries adopt to better serve young adults? a. Digital innovation and inclusive collections b. Ignoring cultural diversity c. Restricting youth participation d. Eliminating digital platforms

Short-Answer Questions

6. State one developmental characteristic of young adults.
7. Mention one type of information need young adults have.
8. Give one example of a recreational or cultural programme libraries can offer young adults.
9. Identify one challenge libraries face in serving young adults.
10. Suggest one innovative strategy libraries can adopt to enhance young adult services.

Long-Answer Questions

11. (Linked to SLO 3.1) Analyse the developmental characteristics and information needs of young adults, and explain their implications for library services.
12. (Linked to SLO 3.2) Discuss the educational, recreational, and social programmes libraries can design for young adults, providing examples of integration.
13. (Linked to SLO 3.3 & SLO 3.4) Evaluate the challenges libraries face in serving young adults and propose future directions to overcome these barriers.

Answers to Concept Check Questions 3

Objective Questions

1. a. Identity formation
2. a. Educational, career, recreational, cultural, and social needs
3. a. Access to research databases and study spaces
4. a. Digital access gaps
5. a. Digital innovation and inclusive collections

Short-Answer Questions

6. Identity formation (other valid answers: independence, social relationships, academic focus, digital fluency).



7. Career needs (other valid answers: educational, recreational, cultural, social).
8. Creative workshops such as art, music, or writing clubs (other valid answers: cultural events, film screenings).
9. Funding constraints (other valid answers: digital access gaps, resource relevance, engagement barriers, participation barriers).
10. Youth participation in programme design (other valid answers: digital innovation, inclusive collections, community partnerships, flexible spaces).

Long-Answer Questions

11. Analyse developmental characteristics and information needs of young adults

- **Basic response:** Young adults are characterised by identity formation, independence, social relationships, academic focus, and digital fluency. Their information needs include education, career guidance, recreation, cultural diversity, and social wellbeing. Libraries must provide resources and programmes that meet these needs.
- **Value-added response:** Outstanding learners may connect these needs to broader societal trends, such as globalisation, digital transformation, and mental health awareness. They may argue that libraries must not only provide resources but also act as safe spaces for identity exploration, cultural dialogue, and digital empowerment.

12. Discuss educational, recreational, and social programmes for young adults

- **Basic response:** Libraries support education through textbooks, research databases, and career workshops. Recreational programmes include novels, films, and creative clubs. Social programmes involve book clubs, health seminars, and volunteer opportunities.
- **Value-added response:** Outstanding learners may highlight how these programmes foster holistic development, bridging academic success with cultural enrichment and civic participation. They may propose innovative integrations such as gamified learning, hybrid cultural events, and partnerships with NGOs to expand reach.

13. Evaluate challenges and propose future directions

- **Basic response:** Libraries face challenges such as digital access gaps, resource relevance, engagement barriers, participation constraints, and funding limitations. Future directions include digital innovation, inclusive collections, youth participation, community partnerships, and flexible spaces.
- **Value-added response:** Outstanding learners may critically assess how these challenges reflect wider inequalities in society. They may propose advanced strategies such as AI-driven personalised services, co-creation of programmes with youth councils, and advocacy for policy reforms to secure sustainable funding and equitable access.

Answers to Pilot Questions 3.1 (Characteristics and Needs of Young Adults)

1. a. Identity formation, independence, social relationships, academic focus, and digital fluency
2. a. Educational, career, recreational, cultural, and social needs
3. a. Academic and career resources, collaborative spaces, culturally diverse programmes, digital platforms, and guidance in information literacy

Answers to Pilot Questions 3.2 (Library Services and Programmes for Young Adults)



1. a. Access to textbooks, journals, research databases, study spaces, and career guidance resources
2. a. Novels, films, games, creative workshops, and cultural events
3. a. Discussion groups, book clubs, health seminars, volunteer opportunities, and safe spaces for dialogue

Answers to Pilot Questions 3.3 (Challenges and Future Directions in Young Adult Services)

1. a. Digital access, resource relevance, engagement, participation barriers, and funding constraints
2. a. Digital innovation, inclusive collections, youth participation, community partnerships, and flexible spaces
3. a. Mentors, advocates, innovators, and facilitators of information literacy

References and Attributions 3

This section documents the sources, AI prompts, and OER suggestions used in **Series 3: Library Services for Young Adults**.

Core References

- American Library Association. (2014). *Young adult library services: Guidelines and best practices*. Chicago, IL: ALA Editions.
- Elkin, J., Train, B., & Denham, D. (2003). *Reading and reader development: The children's and young people's library*. London: Facet Publishing.
- International Federation of Library Associations and Institutions. (2018). *Guidelines for library services to young adults*. The Hague: IFLA.
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- UNESCO. (2015). *Libraries serving young adults: Global perspectives and practices*. Paris: UNESCO Publishing.
- OER Commons. (n.d.). *Young adult library services resources*. Retrieved from <https://www.oercommons.org>

Illustration Attributions

- **Figure 3.1 Developmental characteristics of young adults** AI-generated placeholder. Prompt: "Create a diagram showing developmental characteristics of young adults: identity, independence, social relationships, academic focus, digital fluency." Suggested OER search string: "developmental characteristics young adults libraries OER diagram"
- **Plate 3.2 Information needs of young adults** AI-generated placeholder. Prompt: "Generate an image showing young adults studying together in a library." Suggested OER search string: "information needs young adults libraries OER image"
- **Box 3.3 Implications for library services for young adults** AI-generated placeholder. Prompt: "Generate a text-based infographic listing implications for library services for young adults." Suggested OER search string: "library services young adults implications OER infographic"



- **Figure 3.4 Educational services for young adults** AI-generated placeholder. Prompt: “Create a diagram showing educational services for young adults in libraries.” Suggested OER search string: “educational services libraries young adults OER diagram”
- **Plate 3.5 Recreational and cultural programmes for young adults** AI-generated placeholder. Prompt: “Generate an image showing young adults participating in a creative workshop at a library.” Suggested OER search string: “recreational cultural programmes libraries young adults OER image”
- **Box 3.6 Social and community engagement services for young adults** AI-generated placeholder. Prompt: “Generate a text-based infographic listing social and community engagement services for young adults in libraries.” Suggested OER search string: “social community engagement libraries young adults OER infographic”
- **Figure 3.7 Challenges in young adult services** AI-generated placeholder. Prompt: “Create a diagram showing challenges in young adult library services: digital access, relevance, engagement, participation, funding.” Suggested OER search string: “challenges young adult library services OER diagram”
- **Plate 3.8 Future directions for young adult services** AI-generated placeholder. Prompt: “Generate an image showing young adults participating in a library innovation workshop.” Suggested OER search string: “future directions young adult library services OER image”
- **Box 3.9 Role of librarians in shaping young adult services** AI-generated placeholder. Prompt: “Generate a text-based infographic listing the role of librarians in shaping young adult services.” Suggested OER search string: “role librarians young adult services OER infographic”

COURSE CODE: LIS 215

COURSE TITLE: Library and Information Services for Children and Adolescents

COURSE UNIT LOAS (2 Units C: LH 30)

Series 1: Characteristics, Needs, and Interests of Children and Adolescents

Series 2: Media, Gaming, and Child Safety in Library Services

Series 3: Social Networking and Information Literacy for Young Users

Series 4: Digital Libraries and Evaluation of Resources for Children and Adolescents

Series 5: Technology, Global Perspectives, and Future Trends in Children’s Library Services

Series 4 Digital libraries and evaluation of Resources for Children

Proposed Outline for Series 4:

- **Part 1: Characteristics and Needs of Adult Users**
 - Educational and professional needs
 - Recreational and cultural needs
 - Social and community needs
- **Part 2: Library Services and Programmes for Adults**



- Lifelong learning and literacy programmes
- Career development and professional resources
- Recreational and cultural engagement
- **Part 3: Challenges in Adult Services**
 - Digital divide and technology adoption
 - Resource relevance and inclusivity
 - Funding and sustainability
- **Part 4: Future Directions in Adult Services**
 - Digital innovation and e-learning platforms
 - Community partnerships and outreach
 - Inclusive and adaptive service models

Introduction

Libraries are often described as gateways to lifelong learning, and for adults they serve as vital centres for education, recreation, and community engagement. Whether supporting professional development, offering cultural enrichment, or providing spaces for social interaction, adult library services play a crucial role in empowering individuals to continue learning and participating actively in society. This Series builds on our earlier exploration of services for children and young adults, now turning to the unique needs and opportunities presented by adult users.

The aim of this Series is to equip you with an understanding of how libraries can design, deliver, and sustain services that meet the diverse needs of adults, while also addressing challenges and planning for future directions.

We shall commence this Series by examining the characteristics and needs of adult users, focusing on their educational, recreational, and social dimensions. Next, we will explore the range of library services and programmes designed for adults, including lifelong learning initiatives, career development resources, and cultural engagement activities.

Following that, we will consider the challenges libraries face in serving adults, such as the digital divide, resource relevance, and funding constraints. Finally, we will wrap up by discussing future directions in adult services, highlighting digital innovation, community partnerships, and inclusive service models that ensure libraries remain responsive and impactful.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- Describe the characteristics and diverse information needs of adult library users, including educational, recreational, and social dimensions.
- Analyse the range of library services and programmes designed for adults, with emphasis on lifelong learning, career development, and cultural engagement.
- Evaluate the challenges libraries face in serving adults, such as the digital divide, resource relevance, and funding constraints.



- Propose innovative strategies and future directions for adult library services, including digital innovation, community partnerships, and inclusive service models.

4.1 Characteristics And Needs Of Adult Users

Libraries serve adults in diverse ways, reflecting their roles as learners, professionals, parents, and community members. Understanding the **characteristics** and **information needs** of adult users is essential for designing services that are relevant, inclusive, and impactful.

4.1.1 Educational and professional needs

Adults often turn to libraries for **educational needs**, which refer to resources and programmes that support formal and informal learning. This includes access to textbooks, research databases, and literacy programmes. Libraries also meet **professional needs**, defined as services that help adults advance their careers, such as CV writing workshops, job search tools, and professional development seminars.

Fill in the blank: Adults often turn to libraries for educational needs, such as access to textbooks, databases, and _____ programmes.



Figure 4.1 Educational and professional needs of adult users

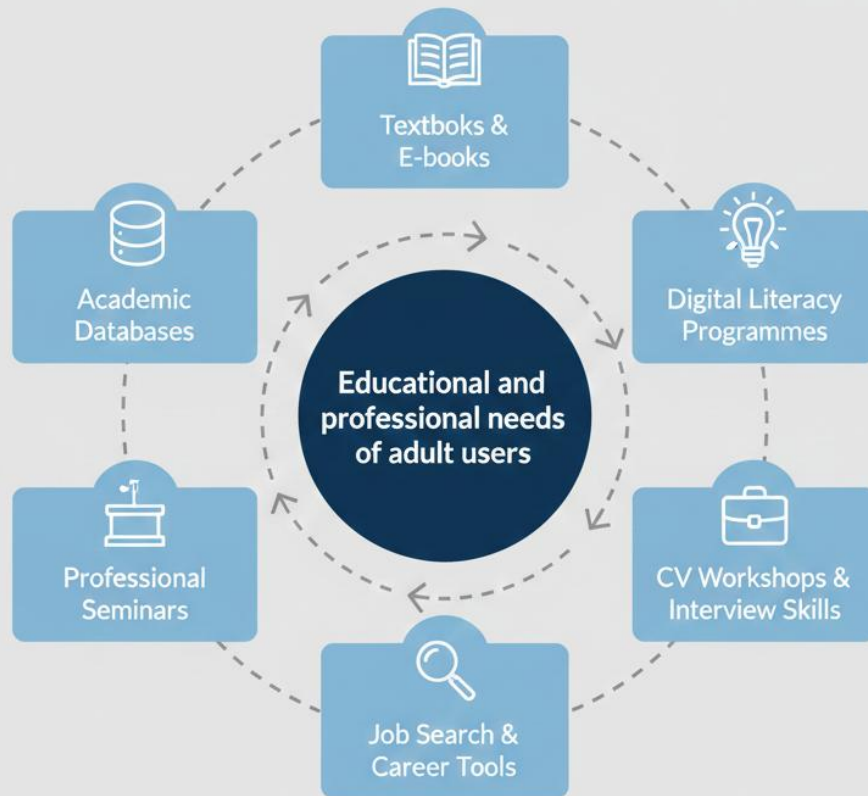


Figure 4.1 Educational and professional needs of adult users

4.1.2 Recreational and cultural needs

Libraries also cater to **recreational needs**, defined as resources and activities that provide enjoyment and relaxation, such as novels, films, and games. In addition, they address **cultural needs**, which involve access to materials and programmes that reflect diverse identities, traditions, and global perspectives. Cultural events, exhibitions, and creative workshops are examples of how libraries enrich adult users' lives.

Fill in the blank: Libraries cater to recreational needs such as novels and films, and cultural needs such as _____ events.

[Insert plate here] Image showing adults participating in a cultural event at a library
Caption: Plate 4.2 Recreational and cultural needs of adult users
Suggestion of AI prompt: "Generate an image showing adults participating in a cultural event at a library."
Search string: "recreational cultural needs adult library services OER image"



4.1.3 Social and community needs

Adults rely on libraries for **social needs**, defined as opportunities to connect with others, share experiences, and build relationships. Libraries also meet **community needs**, which involve fostering civic participation, volunteerism, and access to information on health, wellbeing, and social services. By offering discussion groups, health seminars, and safe spaces for dialogue, libraries strengthen community bonds and empower adults to engage meaningfully in society.

Fill in the blank: Adults rely on libraries for social needs such as discussion groups and community needs such as _____ participation.

Box 4.3

Social and community needs of adult users

-  Discussion groups and book clubs
-  Health and wellbeing seminars
-  Volunteer opportunities
-  Civic participation and community service projects

Box 4.3 Social and community needs of adult users

By understanding these educational, professional, recreational, cultural, social, and community needs, libraries can design services that empower adults to learn, relax, connect, and contribute to society.

4.2 Library Services And Programmes For Adults



Libraries provide a wide range of services and programmes tailored to adult users. These services address their educational, professional, recreational, cultural, and social needs, ensuring that libraries remain relevant and supportive throughout adulthood.

4.2.1 Lifelong learning and literacy programmes

Libraries play a central role in promoting **lifelong learning**, which refers to the continuous pursuit of knowledge and skills beyond formal education. They also support **literacy programmes**, defined as initiatives that help adults improve reading, writing, and digital literacy. Examples include adult education classes, book discussion groups, and workshops on digital skills.

Fill in the blank: Libraries promote lifelong learning by offering adult education classes, book groups, and _____ skills workshops.

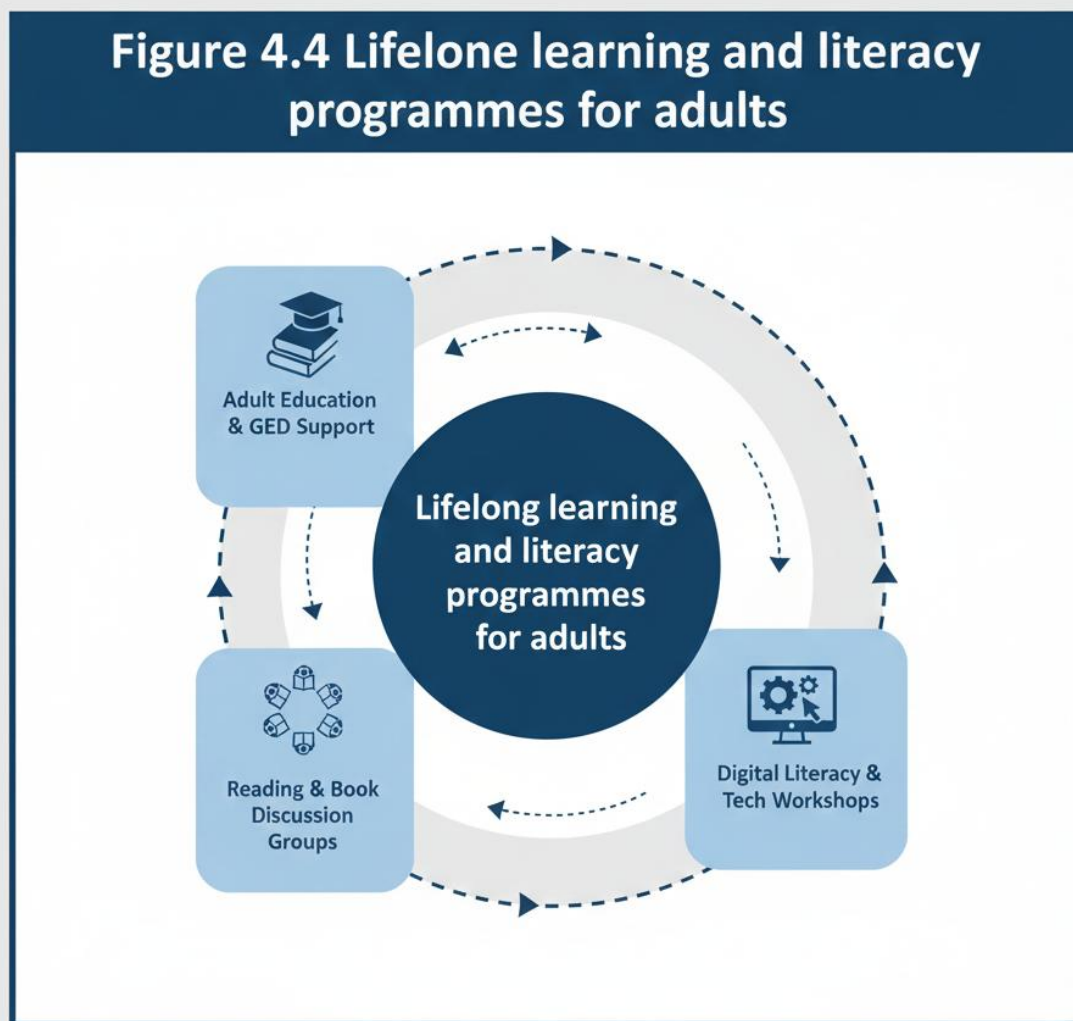


Figure 4.4 Lifelong learning and literacy programmes for adults

4.2.2 Career development and professional resources



Libraries also provide **career development services**, defined as programmes and resources that help adults prepare for or advance in employment. These include CV writing workshops, job search databases, interview preparation sessions, and access to professional journals. By offering these resources, libraries empower adults to remain competitive in the workforce.

Fill in the blank: Career development services in libraries include CV writing workshops, job search databases, and _____ preparation sessions.



Plate 4.5 Career development and professional resources for adults

4.2.3 Recreational and cultural engagement

Libraries enrich adult lives through **recreational engagement**, defined as activities that provide enjoyment and relaxation, such as film screenings, reading clubs, and gaming sessions. They also foster **cultural engagement**, which involves programmes that celebrate diversity, creativity, and heritage. Examples include art exhibitions, music performances, and cultural festivals hosted in library spaces.



Fill in the blank: Recreational engagement includes film screenings and reading clubs, while cultural engagement includes art exhibitions and _____ festivals.

Box 4.6

Recreational and cultural engagement programmes for adults



Film screenings and reading clubs



Gaming sessions



Art exhibitions and music performances



Cultural festivals and heritage events

Box 4.6 Recreational and cultural engagement programmes for adults

By offering lifelong learning opportunities, career development resources, and recreational and cultural programmes, libraries ensure that adult users can continue to learn, grow, and participate actively in their communities.

4.3 Challenges In Adult Services

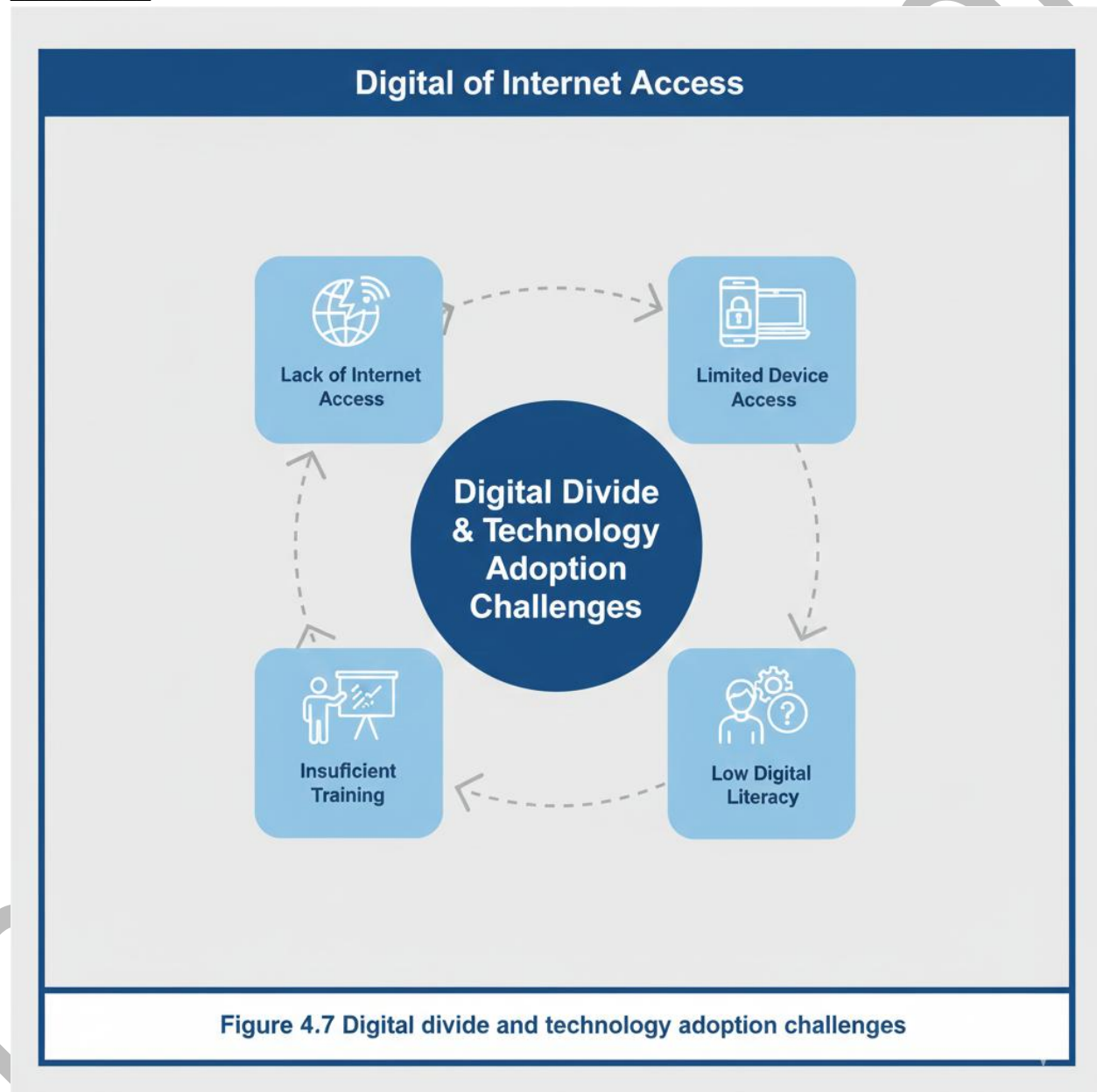
Libraries face a number of challenges when serving adult users. These challenges often arise from technological, social, and financial factors, and they can affect the ability of libraries to provide inclusive and effective services.

4.3.1 Digital divide and technology adoption



One of the most pressing challenges is the **digital divide**, defined as the gap between individuals who have access to modern information technology and those who do not. Many adults may lack reliable internet, digital devices, or the skills needed to use them effectively. Libraries must also address **technology adoption**, which refers to the ability of adults to embrace new tools and platforms. Older adults, in particular, may struggle with digital literacy, requiring targeted support and training.

Fill in the blank: One of the most pressing challenges in adult services is the digital divide, which refers to the gap between individuals who have access to modern technology and those who



4.3.2 Resource relevance and inclusivity

Libraries must ensure that their collections and programmes remain **relevant**, meaning they reflect current trends, professional needs, and recreational interests of adults. They must also



promote **inclusivity**, defined as the practice of providing resources and services that represent diverse cultures, identities, and perspectives. Without relevance and inclusivity, adult users may perceive libraries as outdated or unresponsive to their needs.

Fill in the blank: Libraries must ensure their collections remain relevant and inclusive, representing diverse cultures, identities, and _____.



Plate 4.8 Resource relevance and inclusivity in adult services

4.3.3 Funding and sustainability

A further challenge is **funding**, defined as the financial resources required to maintain and expand library services. Many libraries face budget constraints that limit their ability to innovate or provide new programmes. **Sustainability** refers to the capacity of libraries to continue delivering services over time, despite financial or resource limitations. Without adequate funding and sustainable practices, libraries may struggle to meet the evolving needs of adult users.



Fill in the blank: A further challenge in adult services is funding, which refers to the financial resources required to maintain and _____ library services.

Box 4.9

Funding and sustainability challenges in adult services

- ✓ Limited budgets for innovation
- ✓ Difficulty maintaining new programmes
- ✓ Need for sustainable practices
- ✓ Risk of reduced services for adults

Box 4.9 Funding and sustainability challenges in adult services

By recognising these challenges—digital divide, resource relevance, inclusivity, funding, and sustainability—libraries can begin to plan strategies that ensure adult services remain effective and responsive.

4.4 Future Directions In Adult Services

Libraries must continually adapt to meet the evolving needs of adult users. Future directions in adult services focus on innovation, inclusivity, and collaboration, ensuring that libraries remain relevant and impactful in a rapidly changing world.

4.4.1 Digital innovation and e-learning platforms



Libraries are increasingly embracing **digital innovation**, defined as the use of new technologies to improve services and user experiences. This includes expanding access to e-books, online databases, and virtual programmes. They also support **e-learning platforms**, which are online systems that provide structured courses and training opportunities for adults. By integrating these tools, libraries can reach wider audiences and support flexible learning.

Fill in the blank: Libraries are increasingly embracing digital innovation, including e-books, online databases, and _____ programmes.

Figure 4.10 Digital innovation and e-learning platforms in adult services

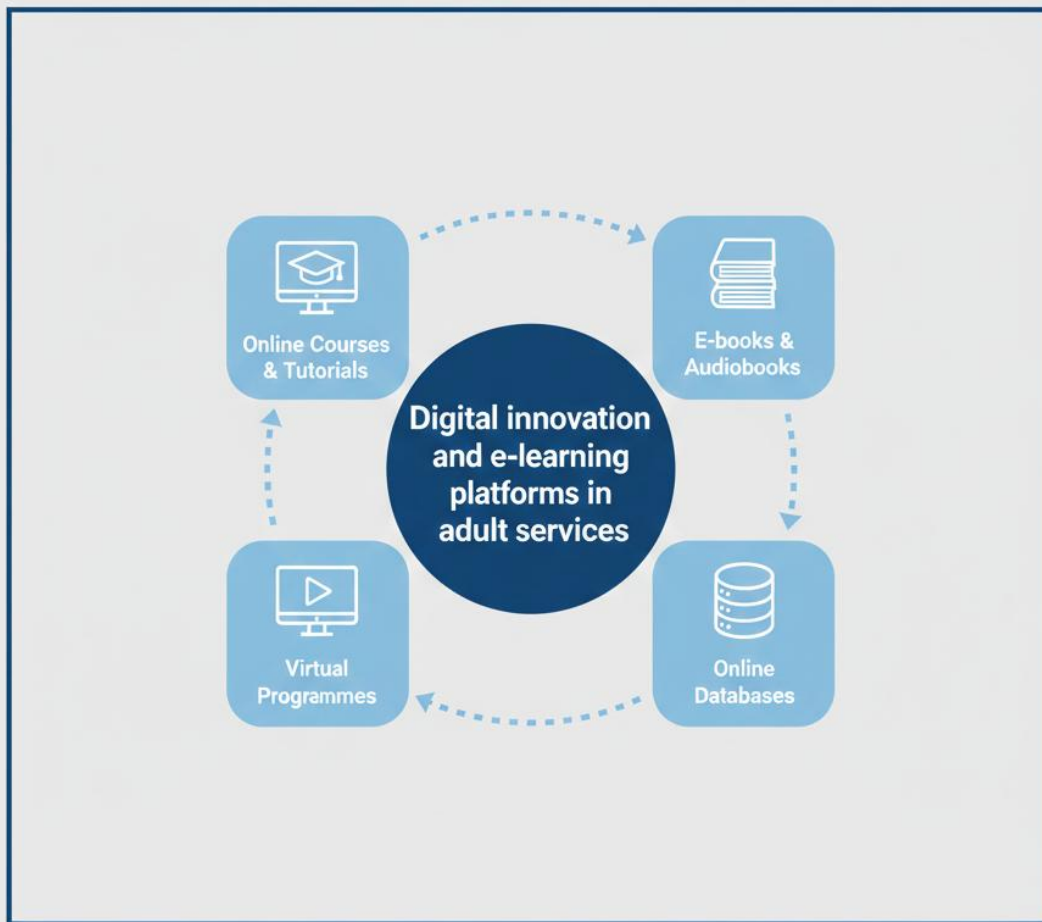


Figure 4.10 Digital innovation and e-learning platforms in adult services

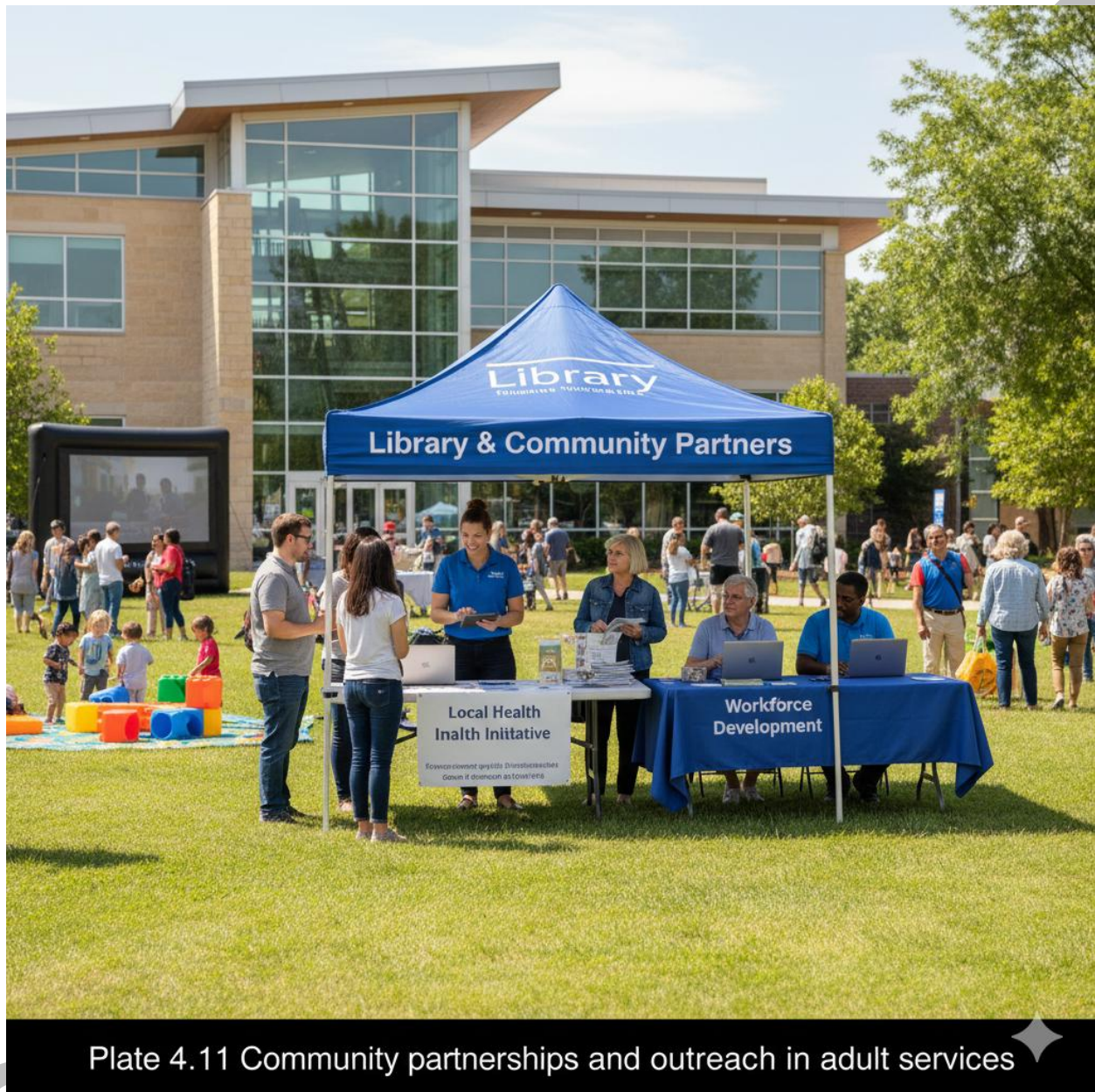
4.4.2 Community partnerships and outreach

Libraries strengthen their impact through **community partnerships**, defined as collaborations with schools, NGOs, businesses, and cultural organisations to expand services. They also engage in **outreach**, which refers to efforts to connect with adults outside the library space, such as



mobile libraries, community events, and online engagement. These approaches ensure that libraries remain visible and accessible to diverse adult populations.

Fill in the blank: Libraries strengthen their impact through community partnerships with schools, NGOs, businesses, and _____ organisations.



4.4.3 Inclusive and adaptive service models

Libraries are moving towards **inclusive service models**, defined as approaches that ensure all adults, regardless of background, culture, or ability, can access resources. They also adopt **adaptive service models**, which are flexible systems designed to respond to changing user needs, such as hybrid physical-digital services or personalised support. These models help libraries remain resilient and responsive in diverse communities.

Fill in the blank: Libraries are moving towards inclusive service models that ensure all adults, regardless of background or _____, can access resources.



Box 4.12 Inclusive and adaptive models in adult services

Inclusive and adaptive models and services

- ✓ Inclusive collections and programmes
- ✓ Hybrid physical-digital services
- ✓ Personalised support for diverse needs
- ✓ Flexible spaces and adaptive systems

Box 4.12 Inclusive and adaptive models in adult services

By adopting digital innovation, building community partnerships, and developing inclusive and adaptive service models, libraries can ensure that adult services remain future-focused, equitable, and impactful.

Series Summary

This Series has highlighted the importance of adult library services as centres for lifelong learning, professional growth, recreation, and community engagement. By focusing on the diverse needs of adult users, we have seen how libraries remain vital in supporting individuals to learn, connect, and contribute meaningfully to society.

We began by exploring the characteristics and needs of adult users, including their educational, professional, recreational, cultural, and social dimensions. We then examined the services and programmes libraries provide, such as literacy initiatives, career development resources, and cultural engagement activities. Following that, we considered the challenges libraries face,



including the digital divide, resource relevance, inclusivity, and funding constraints. Finally, we looked ahead to future directions, emphasising digital innovation, community partnerships, and inclusive service models. By completing this Series, you should now be able to describe adult users' needs (SLO 4.1), analyse the services designed for them (SLO 4.2), evaluate the challenges libraries encounter (SLO 4.3), and propose strategies for future development (SLO 4.4).

Glossary of Terms

- **Adaptive service models:** Flexible library approaches that adjust to changing user needs, such as hybrid physical-digital services or personalised support.
- **Career development services:** Library programmes and resources that help adults prepare for or advance in employment, including CV workshops, job search tools, and interview preparation.
- **Community needs:** Information and opportunities that help adults participate in civic life, volunteerism, and social services.
- **Community partnerships:** Collaborations between libraries and organisations such as schools, NGOs, businesses, and cultural groups to expand services and outreach.
- **Cultural engagement:** Library activities that celebrate diversity, creativity, and heritage, including exhibitions, performances, and festivals.
- **Cultural needs:** Access to materials and programmes that reflect diverse identities, traditions, and global perspectives.
- **Digital divide:** The gap between individuals who have access to modern information technology and those who do not.
- **Digital innovation:** The use of new technologies, such as e-books, online databases, and virtual programmes, to improve library services.
- **E-learning platforms:** Online systems that provide structured courses and training opportunities for adult learners.
- **Educational needs:** Resources and programmes that support adult learning, including textbooks, research databases, and literacy initiatives.
- **Inclusivity:** The practice of ensuring library services and collections represent diverse cultures, identities, and perspectives.
- **Inclusive service models:** Library approaches that guarantee access for all adults, regardless of background, culture, or ability.
- **Lifelong learning:** The continuous pursuit of knowledge and skills throughout adulthood, beyond formal education.
- **Literacy programmes:** Initiatives that help adults improve reading, writing, and digital literacy skills.
- **Professional needs:** Services that support adults in their careers, such as access to professional journals and development seminars.
- **Recreational engagement:** Library activities designed for enjoyment and relaxation, such as film screenings, reading clubs, and games.
- **Recreational needs:** Access to resources like novels, films, and creative workshops that provide leisure and entertainment.



- **Resource relevance:** The requirement for library collections and programmes to reflect current trends, professional needs, and recreational interests.
- **Social needs:** Opportunities for adults to connect with others, share experiences, and build relationships through library activities.
- **Sustainability:** The ability of libraries to maintain and deliver services over time, despite financial or resource constraints.
- **Technology adoption:** The ability of adults to embrace and use new digital tools and platforms effectively.

Concept Check Questions 4

Below are the Concept Check Questions for **Series 4: Library Services for Adults – Lifelong Learning and Community Engagement**, aligned with the Series Learning Outcomes (SLOs).

Objective Questions

1. (Linked to SLO 4.1) Which of the following is a key educational need of adult library users? a. Access to playground equipment b. Access to textbooks and research databases c. Nursery rhymes collections d. Motor skill development
2. (Linked to SLO 4.2) Which library service supports career development for adults? a. CV writing workshops and job search databases b. Storytelling sessions for toddlers c. Recreational playtime activities d. Nursery enrolment services
3. (Linked to SLO 4.3) Which of the following is a major challenge in adult library services? a. Digital divide and technology adoption b. Excessive playtime c. Motor skill delays d. Nursery school enrolment
4. (Linked to SLO 4.4) Which future direction can libraries adopt to better serve adults? a. Digital innovation and inclusive service models b. Ignoring cultural diversity c. Restricting adult participation d. Eliminating digital platforms

Short-Answer Questions

5. State one recreational need of adult library users.
6. Mention one example of a lifelong learning programme offered by libraries.
7. Identify one challenge libraries face in ensuring inclusivity for adult users.
8. (Linked to SLO 4.4) Suggest one innovative strategy libraries can adopt to enhance adult services.

Long-Answer Questions

9. Analyse the characteristics and information needs of adult users, and explain their implications for library services.
10. Discuss the educational, career development, and cultural programmes libraries can design for adults, providing examples of integration.
11. Evaluate the challenges libraries face in serving adults and propose future directions to overcome these barriers.

Answers to Concept Check Questions 4

Objective Questions

1. b. Access to textbooks and research databases
2. a. CV writing workshops and job search databases
3. a. Digital divide and technology adoption



4. a. Digital innovation and inclusive service models

Short-Answer Questions

5. Recreational needs include novels, films, games, or creative workshops.
6. Adult education classes or digital literacy workshops.
7. Collections failing to represent diverse cultures and identities.
8. Building community partnerships with NGOs, schools, or cultural organisations.

Long-Answer Questions

9. Analyse characteristics and information needs of adult users

- **Basic response:** Adults have educational, professional, recreational, cultural, social, and community needs. Libraries must provide resources such as textbooks, career guidance, cultural events, and social programmes to meet these needs.
- **Value-added response:** Outstanding learners may connect these needs to broader societal trends such as globalisation, digital transformation, and civic participation. They may argue that libraries must act as inclusive hubs for lifelong learning, cultural dialogue, and social empowerment.

10. Discuss educational, career development, and cultural programmes for adults

- **Basic response:** Libraries support education through literacy programmes and lifelong learning initiatives. Career development services include CV workshops and job search tools. Cultural programmes involve exhibitions, performances, and festivals.
- **Value-added response:** Outstanding learners may highlight how these programmes foster holistic adult development, bridging professional success with cultural enrichment and civic engagement. They may propose innovative integrations such as hybrid learning platforms, gamified workshops, and partnerships with businesses or NGOs.

11. Evaluate challenges and propose future directions

- **Basic response:** Libraries face challenges such as the digital divide, resource relevance, inclusivity, and funding constraints. Future directions include digital innovation, community partnerships, and inclusive service models.
- **Value-added response:** Outstanding learners may critically assess how these challenges reflect wider inequalities in society. They may propose advanced strategies such as AI-driven personalised services, co-creation of programmes with adult user councils, and advocacy for policy reforms to secure sustainable funding and equitable access.

Answers to Pilot Questions 4.1 (Characteristics and Needs of Adult Users)

1. Access to textbooks, research databases, and literacy programmes.
2. CV writing workshops, job search tools, and professional development seminars.
3. Novels, films, games, exhibitions, and creative workshops.
4. Discussion groups, book clubs, health seminars, civic participation, and volunteer opportunities.

Answers to Pilot Questions 4.2 (Library Services and Programmes for Adults)

1. Adult education classes, book discussion groups, and digital literacy workshops.
2. CV writing workshops, job search databases, and interview preparation sessions.
3. Film screenings, reading clubs, gaming sessions, art exhibitions, music performances, and cultural festivals.



Answers to Pilot Questions 4.3 (Challenges in Adult Services)

1. Digital divide refers to unequal access to technology; technology adoption refers to adults' ability to use new tools.
2. Resource relevance means collections reflect current trends and needs; inclusivity ensures diverse representation.
3. Funding challenges include limited budgets; sustainability refers to maintaining services over time despite constraints.

Answers to Pilot Questions 4.4 (Future Directions in Adult Services)

1. Digital innovation includes e-books, online databases, and virtual programmes.
2. Community partnerships involve collaborations with schools, NGOs, businesses, and cultural organisations.
3. Inclusive service models ensure access for all adults; adaptive service models respond flexibly to changing needs.

References and Attributions 4

Core References

- American Library Association. (2015). *Guidelines for Library Services to Adults*. Chicago: ALA Editions.
- International Federation of Library Associations and Institutions (IFLA). (2018). *Global Perspectives on Adult Library Services*. The Hague: IFLA.
- UNESCO. (2017). *Libraries and Lifelong Learning: Adult Education in the 21st Century*. Paris: UNESCO Publishing.
- National Literacy Trust. (2019). *Adult Literacy and Lifelong Learning*. London: National Literacy Trust.
- OER Commons. (n.d.). *Adult Library Services Resources*. Retrieved from <https://www.oercommons.org>

Illustration Attributions

- **Figure 4.1 Educational and professional needs of adult users** AI-generated placeholder. Prompt: "Create a diagram showing educational and professional needs of adult library users." Suggested OER search string: "educational professional needs adult library services OER diagram"
- **Plate 4.2 Recreational and cultural needs of adult users** AI-generated placeholder. Prompt: "Generate an image showing adults participating in a cultural event at a library." Suggested OER search string: "recreational cultural needs adult library services OER image"
- **Box 4.3 Social and community needs of adult users** AI-generated placeholder. Prompt: "Generate a text-based infographic listing social and community needs of adult library users." Suggested OER search string: "social community needs adult library services OER infographic"
- **Figure 4.4 Lifelong learning and literacy programmes for adults** AI-generated placeholder. Prompt: "Create a diagram showing lifelong learning and literacy programmes in libraries for adults." Suggested OER search string: "lifelong learning literacy programmes adult library services OER diagram"



- **Plate 4.5 Career development and professional resources for adults** AI-generated placeholder. Prompt: “Generate an image showing adults attending a career development workshop in a library.” Suggested OER search string: “career development adult library services OER image”
- **Box 4.6 Recreational and cultural engagement programmes for adults** AI-generated placeholder. Prompt: “Generate a text-based infographic listing recreational and cultural engagement programmes for adults in libraries.” Suggested OER search string: “recreational cultural engagement adult library services OER infographic”
- **Figure 4.7 Digital divide and technology adoption challenges** AI-generated placeholder. Prompt: “Create a diagram showing digital divide and technology adoption challenges in adult library services.” Suggested OER search string: “digital divide technology adoption adult library services OER diagram”
- **Plate 4.8 Resource relevance and inclusivity in adult services** AI-generated placeholder. Prompt: “Generate an image showing adults browsing diverse and inclusive library collections.” Suggested OER search string: “resource relevance inclusivity adult library services OER image”
 - **Box 4.9 Funding and sustainability challenges in adult services** AI-generated placeholder. Prompt: “Generate a text-based infographic listing funding and sustainability challenges in adult library services.” Suggested OER search string: “funding sustainability adult library services OER infographic”
- **Figure 4.10 Digital innovation and e-learning platforms in adult services** AI-generated placeholder. Prompt: “Create a diagram showing digital innovation and e-learning platforms in adult library services.” Suggested OER search string: “digital innovation e-learning adult library services OER diagram”
 - **Plate 4.11 Community partnerships and outreach in adult services** AI-generated placeholder. Prompt: “Generate an image showing a library collaborating with community organisations during an outreach event.” Suggested OER search string: “community partnerships outreach adult library services OER image”
 - **Box 4.12 Inclusive and adaptive service models in adult services** AI-generated placeholder. Prompt: “Generate a text-based infographic listing inclusive and adaptive service models in adult library services.” Suggested OER search string: “inclusive adaptive service models adult library services OER infographic”

COURSE CODE: LIS 215

COURSE TITLE: Library and Information Services for Children and Adolescents

COURSE UNIT LOAD 2 Units

Series 1: Characteristics, Needs, and Interests of Children and Adolescents

Series 2: Media, Gaming, and Child Safety in Library Services

Series 3: Social Networking and Information Literacy for Young Users

Series 4: Digital Libraries and Evaluation of Resources for Children and Adolescents

Series 5: Technology, Global Perspectives, and Future Trends in Children’s Library Services



Proposed Outline

- **Part 1: Characteristics and Needs of Older Adults**
 - Educational and informational needs
 - Recreational and cultural needs
 - Health, social, and wellbeing needs
- **Part 2: Library Services and Programmes for Older Adults**
 - Literacy and lifelong learning initiatives
 - Health and wellness programmes
 - Cultural and intergenerational engagement
- **Part 3: Challenges in Older Adult Services**
 - Accessibility and mobility barriers
 - Digital literacy and technology adoption
 - Funding and sustainability constraints
- **Part 4: Future Directions in Older Adult Services**
 - Digital innovation and assistive technologies
 - Community partnerships and outreach
 - Inclusive and adaptive service models
- **Introduction**
- In the last Series, we examined how libraries serve adults through lifelong learning, career development, recreation, and community engagement. As people grow older, their needs change, and libraries must adapt to provide services that are accessible, inclusive, and supportive of wellbeing. Older adults often face challenges such as mobility limitations, digital literacy gaps, and health concerns, yet they also bring rich experiences and a desire for continued learning and social participation. This Series focuses on how libraries can respond effectively to these realities.
- The aim of this Series is to introduce you to the distinctive needs of older adults and to equip you with the knowledge and strategies required to design, deliver, and sustain library services that promote accessibility, inclusion, and wellbeing.
- We shall commence this Series by exploring the characteristics and needs of older adults, including their educational, recreational, health, and social dimensions. Next, we will examine the services and programmes libraries provide, such as literacy initiatives, wellness activities, and cultural engagement opportunities. Following that, we will consider the challenges libraries face in serving older adults, including accessibility barriers, digital literacy issues, and funding constraints. Finally, we will wrap up by discussing future directions in older adult services, highlighting digital innovation, community partnerships, and adaptive service models that ensure libraries remain responsive and supportive.

Series Learning Outcomes (Series 5: Library Services for Older Adults – Accessibility, Inclusion, and Wellbeing)

Upon completing this Series, you should be able to:

- Describe the characteristics and diverse needs of older adult library users, including educational, recreational, health, and social dimensions.



- Analyse the range of library services and programmes designed for older adults, with emphasis on literacy, wellness, and cultural engagement.
- Evaluate the challenges libraries face in serving older adults, such as accessibility barriers, digital literacy gaps, and funding constraints.
- Propose innovative strategies and future directions for older adult services, including digital innovation, community partnerships, and adaptive service models.

5.1 Characteristics And Needs Of Older Adults

Libraries must recognise that older adults are a diverse group with varying interests, abilities, and challenges. Understanding their **characteristics** and **information needs** is essential for designing services that are accessible, inclusive, and supportive of wellbeing.

5.1.1 Educational and informational needs

Older adults often seek opportunities for **educational needs**, defined as resources that support continued learning, whether formal or informal. This may include literacy classes, lifelong learning courses, or access to research materials. They also have **informational needs**, which refer to practical resources such as health information, financial guidance, and community updates. Libraries serve as trusted spaces where older adults can access reliable information to remain informed and engaged.

Fill in the blank: Older adults often seek opportunities for educational needs, such as literacy classes and lifelong learning _____.



Figure 5.1 Educational and informational needs of older adults

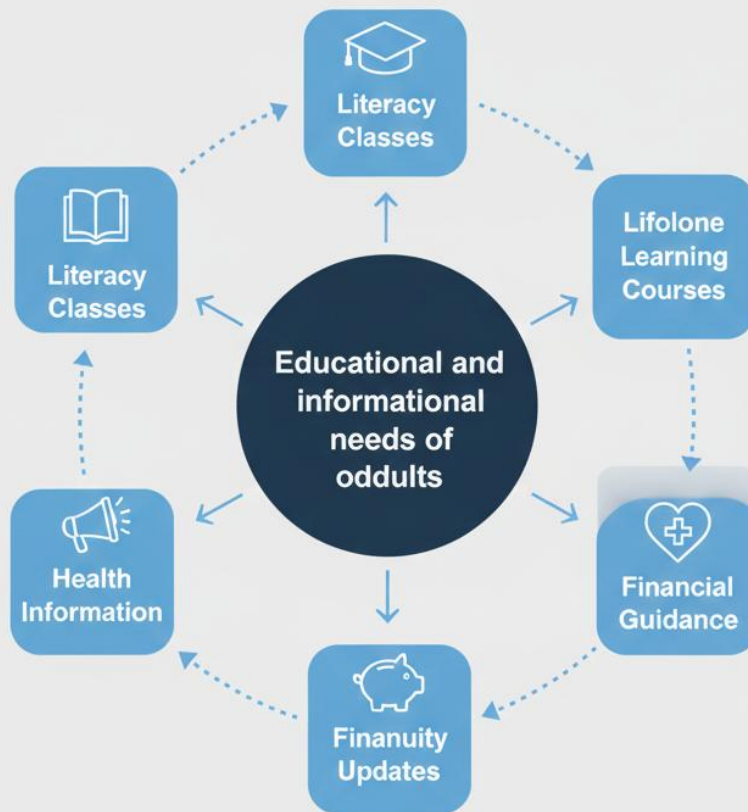


Figure 5.1 Educational and informational needs of older adults

diagram”

5.1.2 Recreational and cultural needs

Libraries also address **recreational needs**, defined as activities that provide enjoyment and relaxation, such as novels, films, and games. In addition, they support **cultural needs**, which involve access to programmes and materials that celebrate heritage, traditions, and creativity. Examples include storytelling sessions, art exhibitions, and cultural festivals. These activities help older adults maintain a sense of identity and belonging.





Plate 5.2 Recreational and cultural needs of older adults

5.1.3 Health, social, and wellbeing needs

Older adults often rely on libraries to meet **health needs**, defined as access to information and programmes that promote physical and mental wellbeing. They also have **social needs**, which involve opportunities to connect with others, reduce isolation, and build friendships. Finally, libraries support **wellbeing needs**, which refer to holistic services that foster resilience, happiness, and quality of life. Examples include health seminars, support groups, and wellness workshops.

Fill in the blank: Libraries support wellbeing needs by offering health seminars, support groups, and _____ workshops.



Box 5.3

Health, social, and wellbeing needs of older adults

-  Health seminars and wellness workshops
-  Support groups and discussion circles
-  Opportunities for social interaction
-  Programmes promoting resilience and quality of life projects

Box 5.3 Health and community needs of adult users

Box 4.12 Inclusive and active models in adult services

By understanding the educational, informational, recreational, cultural, health, social, and wellbeing needs of older adults, libraries can design services that empower them to continue learning, connect with others, and enjoy a fulfilling quality of life.

5.2 Library Services And Programmes For Older Adults

Libraries provide a wide range of services tailored to older adults, ensuring that their educational, health, recreational, and cultural needs are met. These services help older adults remain active learners, socially connected, and engaged members of their communities.

5.2.1 Literacy and lifelong learning initiatives

Libraries support **literacy initiatives**, defined as programmes that help older adults strengthen reading, writing, and digital literacy skills. They also promote **lifelong learning**, which refers to the continuous pursuit of knowledge throughout life. Examples include book clubs, adult



education classes, and digital skills workshops. These initiatives empower older adults to stay intellectually active and confident in navigating modern information systems.

Fill in the blank: Literacy initiatives help older adults strengthen reading, writing, and _____ literacy skills.

Figure 5.4 Literacy and lifellone learning initiatives for older addurts.

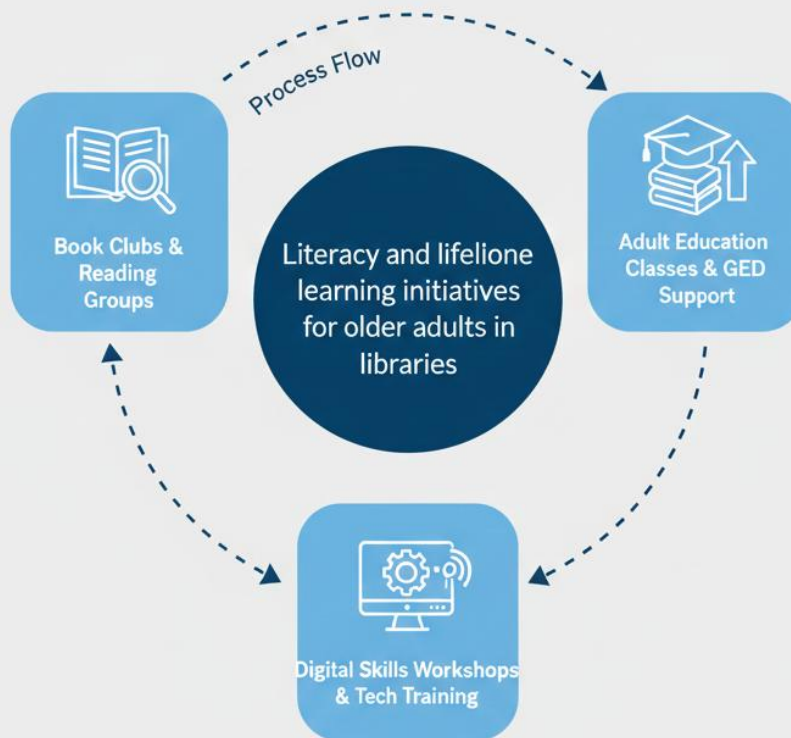


Figure 5.4 Literacy and lifellone learning initiatives for older addurts.

5.2.2 Health and wellness programmes

Libraries also provide **health and wellness programmes**, defined as activities and resources that promote physical and mental wellbeing. These may include health seminars, fitness classes, mindfulness workshops, and access to health information resources. Such programmes help older adults manage health challenges, reduce isolation, and maintain a positive quality of life.

Fill in the blank: Health and wellness programmes may include seminars, fitness classes, and _____ workshops.





Plate 5.5 Health and wellness programmes for older adults

5.2.3 Cultural and intergenerational engagement

Libraries foster **cultural engagement**, defined as programmes that celebrate heritage, traditions, and creativity, such as exhibitions, performances, and storytelling sessions. They also encourage **intergenerational engagement**, which refers to activities that bring older adults together with younger generations to share knowledge, experiences, and cultural values. Examples include oral history projects, mentoring schemes, and joint cultural festivals.

Fill in the blank: Intergenerational engagement activities bring older adults together with younger generations to share _____ and experiences.



Box 5.6

Cultural and intergenerational engagement programmes for older adults



- Storytelling sessions and oral history projects



- Mentoring schemes with younger learners



- Joint cultural festivals and exhibitions



- Creative workshops celebrating heritage and traditions

Box 5.6 Cultural and intergenerational engagement programmes for older adults

By offering literacy initiatives, health and wellness programmes, and cultural and intergenerational activities, libraries ensure that older adults remain lifelong learners, socially connected, and culturally enriched.

5.3 Challenges In Older Adult Services

Libraries face several challenges when serving older adults. These challenges often stem from physical, technological, and financial factors, and they can affect the ability of libraries to provide inclusive and effective services.

5.3.1 Accessibility and mobility barriers

One of the most significant challenges is **accessibility**, defined as the ease with which older adults can use library facilities and resources. Physical barriers such as stairs, narrow aisles, or inadequate seating can limit access. Libraries must also address **mobility barriers**, which refer to difficulties older adults face in moving around or reaching services due to age-related



conditions. Providing ramps, lifts, ergonomic furniture, and mobile library services are ways to overcome these barriers.

Fill in the blank: Accessibility refers to the ease with which older adults can use library facilities and _____.

Figure 5.7 Accesbilty and mobity adult services



Figure 5.7 Accessibility and mobility barriers in older adult services

5.3.2 Digital literacy and technology adoption

Another challenge is **digital literacy**, defined as the ability to use digital tools and platforms effectively. Many older adults may struggle with computers, smartphones, or online resources. Libraries must also address **technology adoption**, which refers to the willingness and ability of older adults to embrace new technologies. Without adequate training and support, older adults risk being excluded from digital services.

Fill in the blank: Digital literacy refers to the ability to use digital tools and _____ effectively.



Figure 5.7 Accesbility and mobity adult services



Figure 5.7 Accessibility and mobility barriers in older adult services

5.3.3 Funding and sustainability constraints

Libraries also face **funding constraints**, defined as limited financial resources to maintain or expand services. This can restrict the ability to provide specialised programmes for older adults.

Sustainability refers to the capacity of libraries to continue delivering services over time despite financial challenges. Without adequate funding and sustainable practices, libraries may struggle to meet the evolving needs of older adults.

Fill in the blank: Funding constraints refer to limited financial resources, while sustainability refers to the capacity to _____ services over time.

[Insert box here] Box 5.9 Funding and sustainability challenges in older adult services

- Limited budgets for specialised programmes
- Difficulty maintaining new initiatives



- Need for sustainable practices
 - Risk of reduced services for older adults
- Caption: Box 5.9 Funding and sustainability challenges in older adult services
- Suggestion of AI prompt: “Generate a text-based infographic listing funding and sustainability challenges in older adult library services.”
- Search string: “funding sustainability older adults library services OER infographic”

By recognising these challenges—accessibility and mobility barriers, digital literacy gaps, and funding constraints—libraries can begin to plan strategies that ensure older adult services remain inclusive, effective, and sustainable.

5.4 Future Directions In Older Adult Services

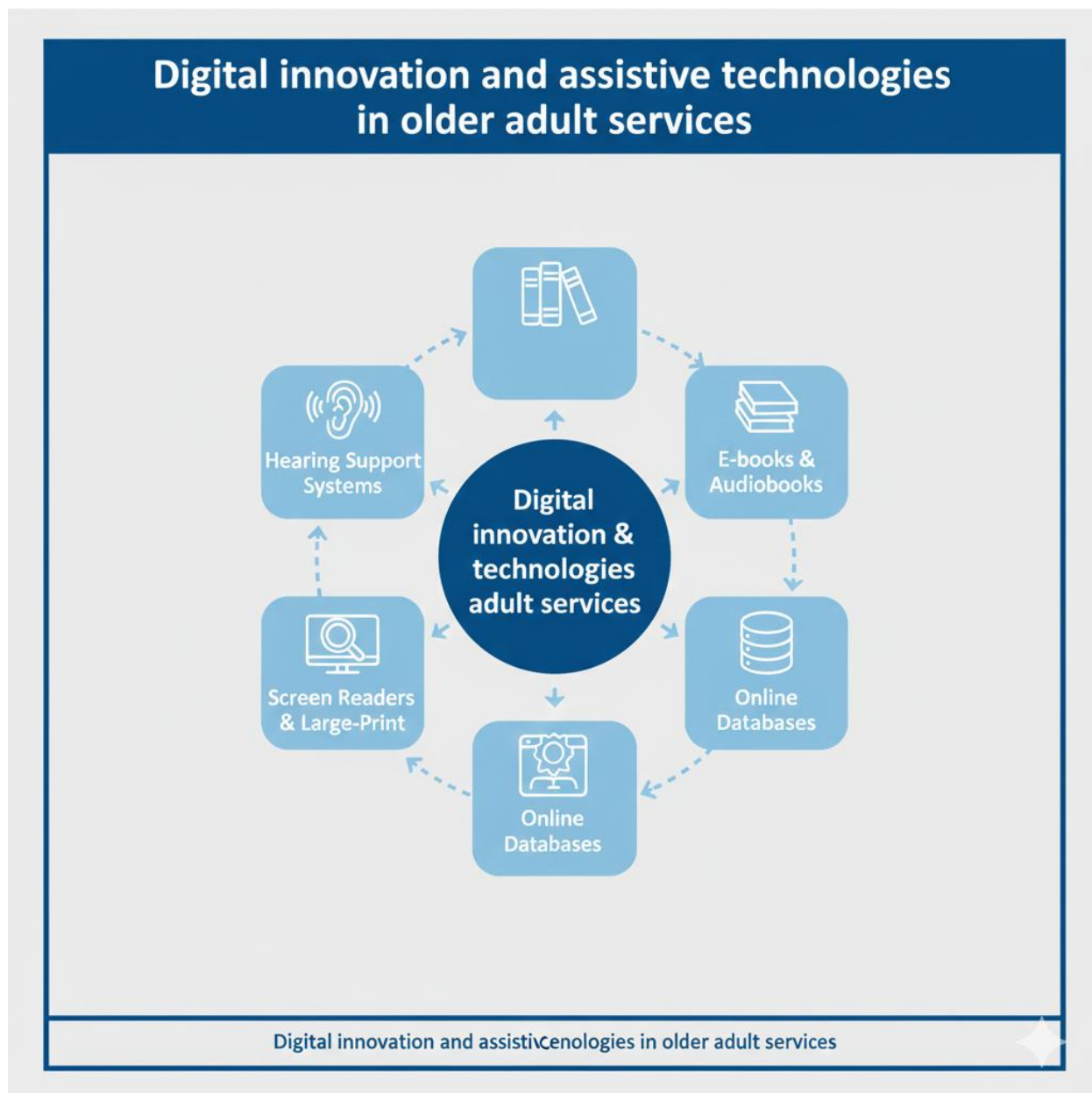
Libraries must continually adapt to meet the evolving needs of older adults. Future directions focus on innovation, inclusivity, and collaboration, ensuring that services remain accessible, relevant, and supportive of wellbeing.

5.4.1 Digital innovation and assistive technologies

Libraries are increasingly embracing **digital innovation**, defined as the use of new technologies to improve services and user experiences. For older adults, this includes expanding access to e-books, online databases, and virtual programmes. Libraries also integrate **assistive technologies**, such as screen readers, large-print interfaces, and hearing support systems, to ensure accessibility for those with sensory or physical limitations.

Fill in the blank: Libraries integrate assistive technologies such as screen readers, large-print interfaces, and _____ support systems.





5.4.2 Community partnerships and outreach

Libraries strengthen their impact through **community partnerships**, defined as collaborations with health centres, NGOs, cultural organisations, and senior associations. They also engage in **outreach**, which refers to efforts to connect with older adults outside the library space, such as mobile libraries, home delivery services, and community events. These approaches ensure that libraries remain visible and accessible to older adults who may face mobility or health challenges.

Fill in the blank: Outreach refers to efforts to connect with older adults outside the _____ space.





Plate 5.11 Community partnerships and outreach in older adult services

5.4.3 Inclusive and adaptive service models

Libraries are moving towards **inclusive service models**, defined as approaches that ensure all older adults, regardless of background, culture, or ability, can access resources. They also adopt **adaptive service models**, which are flexible systems designed to respond to changing user needs, such as hybrid physical-digital services or personalised support. These models help libraries remain resilient and responsive in diverse communities.

Fill in the blank: Adaptive service models are flexible systems designed to respond to changing _____ needs.



Box 5.12

Inclusive and adaptive service models in older adult services

- ✓ Inclusive collections and programmes
- ✓ Difficulty physical-digital services
- ✓ Hybrid for physical-digital practices
- ✓ Personalised support for diverse needs
- ✓ Flexible spaces and adaptive systems

Box 5.12 Balancing access and protection in adult services

By adopting digital innovation, building community partnerships, and developing inclusive and adaptive service models, libraries can ensure that older adult services remain future-focused, equitable, and impactful.

Series Summary

This Series has explored how libraries can effectively serve older adults by recognising their unique needs and designing services that promote accessibility, inclusion, and wellbeing. We began by examining the characteristics and needs of older adults, including their educational, recreational, health, and social dimensions. We then looked at the services and programmes libraries provide, such as literacy initiatives, wellness activities, and cultural or intergenerational engagement. Following that, we considered the challenges libraries face, including accessibility and mobility barriers, digital literacy gaps, and funding constraints. Finally, we discussed future



directions, highlighting digital innovation, community partnerships, and inclusive service models that ensure libraries remain responsive and supportive.

By completing this Series, you should now be able to describe the diverse needs of older adults (SLO 5.1), analyse the services and programmes designed for them (SLO 5.2), evaluate the challenges libraries encounter in serving this group (SLO 5.3), and propose strategies for future development that embrace innovation and inclusivity (SLO 5.4).

Glossary of Terms

- **Accessibility:** The ease with which older adults can use library facilities, resources, and services without physical or technological barriers.
- **Adaptive service models:** Flexible library approaches that adjust to changing user needs, such as hybrid physical-digital services or personalised support.
- **Assistive technologies:** Tools such as screen readers, large-print interfaces, and hearing support systems that help older adults access information.
- **Community partnerships:** Collaborations between libraries and organisations such as health centres, NGOs, cultural groups, and senior associations to expand services.
- **Cultural engagement:** Library activities that celebrate heritage, traditions, and creativity, including exhibitions, performances, and storytelling sessions.
- **Digital innovation:** The use of new technologies, such as e-books, online databases, and virtual programmes, to improve library services.
- **Digital literacy:** The ability to use digital tools and platforms effectively, including computers, smartphones, and online resources.
- **Educational needs:** Resources and programmes that support older adults in continued learning, such as literacy classes and lifelong learning courses.
- **Funding constraints:** Limited financial resources that restrict the ability of libraries to maintain or expand services.
- **Health needs:** Access to information and programmes that promote physical and mental wellbeing, such as seminars and wellness workshops.
- **Inclusivity:** The practice of ensuring library services and collections represent diverse cultures, identities, and abilities.
- **Informational needs:** Practical resources older adults require, such as health information, financial guidance, and community updates.
- **Intergenerational engagement:** Activities that bring older adults together with younger generations to share knowledge, experiences, and cultural values.
- **Literacy initiatives:** Programmes that help older adults strengthen reading, writing, and digital literacy skills.
- **Mobility barriers:** Difficulties older adults face in moving around or reaching services due to age-related conditions.
- **Recreational needs:** Access to resources and activities such as novels, films, and games that provide enjoyment and relaxation.
- **Social needs:** Opportunities for older adults to connect with others, reduce isolation, and build friendships through library activities.
- **Sustainability:** The ability of libraries to maintain and deliver services over time despite financial or resource challenges.



- **Wellbeing needs:** Holistic services that foster resilience, happiness, and quality of life for older adults.

Objective Questions

1. (Linked to SLO 5.1) Which of the following is an educational need of older adults? a. Access to playground equipment b. Literacy classes and lifelong learning courses c. Nursery rhymes collections d. Motor skill development
2. (Linked to SLO 5.2) Which library service supports older adults' health and wellbeing? a. Storytelling sessions for toddlers b. Health seminars and wellness workshops c. Recreational playtime activities d. Nursery enrolment services
3. (Linked to SLO 5.3) Which of the following is a major challenge in older adult services? a. Accessibility and mobility barriers b. Excessive playtime c. Motor skill delays d. Nursery school enrolment
4. (Linked to SLO 5.4) Which future direction can libraries adopt to better serve older adults? a. Digital innovation and assistive technologies b. Ignoring cultural diversity c. Restricting adult participation d. Eliminating digital platforms

Short-Answer Questions

5. (Linked to SLO 5.1) State one recreational need of older adult library users.
6. (Linked to SLO 5.2) Mention one example of a lifelong learning initiative offered by libraries for older adults.
7. (Linked to SLO 5.3) Identify one challenge libraries face in ensuring accessibility for older adults.
8. (Linked to SLO 5.4) Suggest one innovative strategy libraries can adopt to enhance older adult services.

Long-Answer Questions

9. (Linked to SLO 5.1) Analyse the characteristics and information needs of older adults, and explain their implications for library services.
10. (Linked to SLO 5.2) Discuss the literacy, health, and cultural programmes libraries can design for older adults, providing examples of integration.
11. (Linked to SLO 5.3 & SLO 5.4) Evaluate the challenges libraries face in serving older adults and propose future directions to overcome these barriers.

Answers to Concept Check Questions 5

Objective Questions

1. b. Literacy classes and lifelong learning courses
2. b. Health seminars and wellness workshops
3. a. Accessibility and mobility barriers
4. a. Digital innovation and assistive technologies

Short-Answer Questions

5. Recreational needs include novels, films, games, or creative workshops.
6. Adult education classes or digital skills workshops.
7. Physical barriers such as stairs, narrow aisles, or inadequate seating.
8. Building community partnerships with senior associations or integrating assistive technologies.



Long-Answer Questions

9. Analyse characteristics and information needs of older adults

- **Basic response:** Older adults have educational, informational, recreational, cultural, health, social, and wellbeing needs. Libraries must provide literacy classes, health information, cultural programmes, and social activities to meet these needs.
- **Value-added response:** Outstanding learners may connect these needs to broader societal issues such as ageing populations, digital transformation, and social isolation. They may argue that libraries must act as inclusive hubs for lifelong learning, health awareness, and community resilience.

10. Discuss literacy, health, and cultural programmes for older adults

- **Basic response:** Libraries support literacy through book clubs and digital skills workshops. Health programmes include seminars and wellness workshops. Cultural programmes involve exhibitions, storytelling sessions, and intergenerational activities.
- **Value-added response:** Outstanding learners may highlight how these programmes foster holistic development, bridging intellectual growth with health and cultural enrichment. They may propose innovative integrations such as oral history projects, mentoring schemes, and hybrid learning platforms.

11. Evaluate challenges and propose future directions

- **Basic response:** Libraries face challenges such as accessibility barriers, digital literacy gaps, and funding constraints. Future directions include digital innovation, assistive technologies, community partnerships, and inclusive service models.
- **Value-added response:** Outstanding learners may critically assess how these challenges reflect wider inequalities in society. They may propose advanced strategies such as AI-driven personalised services, co-creation of programmes with older adult councils, and advocacy for policy reforms to secure sustainable funding and equitable access.

Answers to Pilot Questions 5.1 (Characteristics and Needs of Older Adults)

1. Lifelong learning courses.
2. Storytelling sessions and art exhibitions.
3. Wellness workshops.

Answers to Pilot Questions 5.2 (Library Services and Programmes for Older Adults)

1. Digital literacy skills.
2. Mindfulness workshops.
3. Knowledge.

Answers to Pilot Questions 5.3 (Challenges in Older Adult Services)

1. Resources.
2. Digital tools.
3. Continue delivering.

Answers to Pilot Questions 5.4 (Future Directions in Older Adult Services)

1. Hearing.
2. Library.
3. User.

Core References



- American Library Association (ALA). (2017). *Library Services to Older Adults: Guidelines and Best Practices*. Chicago: ALA Editions.
- International Federation of Library Associations and Institutions (IFLA). (2019). *Global Perspectives on Library Services for Older Adults*. The Hague: IFLA.
- UNESCO Institute for Lifelong Learning. (2020). *Libraries and Ageing Populations: Supporting Lifelong Learning*. Hamburg: UNESCO.
- National Institute on Ageing. (2021). *Community Engagement and Wellbeing for Older Adults*. Toronto: NIA.
- OER Commons. (n.d.). *Older Adult Library Services Resources*. Retrieved from <https://www.oercommons.org>

Illustration Attributions

- **Figure 5.1 Educational and informational needs of older adults** AI-generated placeholder. Prompt: “Create a diagram showing educational and informational needs of older adult library users.” Suggested OER search string: “educational informational needs older adults library services OER diagram”
- **Plate 5.2 Recreational and cultural needs of older adults** AI-generated placeholder. Prompt: “Generate an image showing older adults participating in a cultural storytelling session at a library.” Suggested OER search string: “recreational cultural needs older adults library services OER image”
- **Box 5.3 Health, social, and wellbeing needs of older adults** AI-generated placeholder. Prompt: “Generate a text-based infographic listing health, social, and wellbeing needs of older adult library users.” Suggested OER search string: “health social wellbeing needs older adults library services OER infographic”
- **Figure 5.4 Literacy and lifelong learning initiatives for older adults** AI-generated placeholder. Prompt: “Create a diagram showing literacy and lifelong learning initiatives for older adults in libraries.” Suggested OER search string: “literacy lifelong learning older adults library services OER diagram”
- **Plate 5.5 Health and wellness programmes for older adults** AI-generated placeholder. Prompt: “Generate an image showing older adults participating in a wellness workshop at a library.” Suggested OER search string: “health wellness programmes older adults library services OER image”
- **Box 5.6 Cultural and intergenerational engagement programmes for older adults** AI-generated placeholder. Prompt: “Generate a text-based infographic listing cultural and intergenerational engagement programmes for older adults in libraries.” Suggested OER search string: “cultural intergenerational engagement older adults library services OER infographic”
- **Figure 5.7 Accessibility and mobility barriers in older adult services** AI-generated placeholder. Prompt: “Create a diagram showing accessibility and mobility barriers in older adult library services.” Suggested OER search string: “accessibility mobility barriers older adults library services OER diagram”
- **Plate 5.8 Digital literacy and technology adoption challenges** AI-generated placeholder. Prompt: “Generate an image showing older adults receiving digital literacy training at a library.” Suggested OER search string: “digital literacy technology adoption older adults library services OER image”



- **Box 5.9 Funding and sustainability challenges in older adult services** AI-generated placeholder. Prompt: “Generate a text-based infographic listing funding and sustainability challenges in older adult library services.” Suggested OER search string: “funding sustainability older adults library services OER infographic”
- **Figure 5.10 Digital innovation and assistive technologies in older adult services** AI-generated placeholder. Prompt: “Create a diagram showing digital innovation and assistive technologies in older adult library services.” Suggested OER search string: “digital innovation assistive technologies older adults library services OER diagram”
- **Plate 5.11 Community partnerships and outreach in older adult services** AI-generated placeholder. Prompt: “Generate an image showing a library collaborating with a senior association during a community outreach event.” Suggested OER search string: “community partnerships outreach older adults library services OER image”
- **Box 5.12 Inclusive and adaptive service models in older adult services** AI-generated placeholder. Prompt: “Generate a text-based infographic listing inclusive and adaptive service models in older adult library services.” Suggested OER search string: “inclusive adaptive service models older adults library services OER infographic”

