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Introduction

According to data from a Pew Research Center report (Zickuhr & Rainie, 2014), over half of American adults own either a tablet or e-book reader. An earlier Pew report [Anderson & Rainie, 2008) projected that mobile devices will become the preferred mode of access to information on the Internet by 2020. The use of tablets and other mobile devices for educational purposes has also soared since the iPad was introduced in 2010. Faculty and students increasingly connect to library-provided electronic content through mobile devices. This trend demands that academic librarians be proficient in the use of mobile technology if they are to be effective in supporting the research needs of the university community. Therefore, the authors of this paper organized a year-long Collaborative Learning Community (CLC) in the University of Kansas Libraries in order to build proficiency in using tablet devices among the library staff and explore the potential application of tablets to various types of library work [1]. Through discussion sessions, assigned tasks, reflective journals, and a survey, participants documented and shared their experiences of learning how to use their tablets and how they applied the tablets to work-related tasks.

Literature Review

Technology continues to transform the way library users find, access, and use information. The current generation of students entering college and universities has become accustomed to using mobile technology (i.e., smart phones and tablets) in almost every aspect of their daily lives. In order to understand and help today's students, librarians need to adapt to shifting preferences in how students engage with digital content; which may include finding ways to incorporate mobile tools into teaching information literacy skills. While there is great potential for using tablets or other mobile devices to engage with library users, librarians are still learning how to use them most effectively to enhance teaching and learning opportunities. A review of the literature reveals several examples of how academic and public libraries have been experimenting over the past several years with tablets in areas such as: reference, instruction, circulation and lending programs, and professional development for staff.

In several cases, librarians have experimented with the use of tablets in their teaching or instruction sessions. However, many authors concluded that the use of tablets in the classroom does not necessarily change the way students learn nor improve learning outcomes (Calkins & Bowles-Terry, 2013; Canuel, Crichton, & Savova, 2012; Churchill & Wang, 2014; Diemer, Fernandez & Streepey, 2013). In their study, Calkins and Bowles-Terry noted that "new devices or technology alone are insufficient to engage students in their learning and in fact may detract

from otherwise useful activity” (2013, p. 426). Therefore, it is important for librarians to thoughtfully consider whether the integration of tablets in their instruction will produce desired learning outcomes or whether the tablets may detract from learning.

The portability of tablets makes them convenient tools for point of need services and face-to-face interactions with students. Much of the literature has centered on the use of tablets in libraries’ public service areas, such as traditional and roving reference, or for circulation programs, as well as for internal use by library staff as productivity tools [2]. Although Gibeault (2015, p. 221) asserts that “...the iPad represents strong potential as a replacement for desktop computers for use in undergraduate library instruction sessions,” a bulk of the research maintains that tablets are not yet poised to overthrow the superior computational and functional capacity of desktop or laptop computers (Nguyen et al., 2015, Sullivan, 2014; Tran & Meadow, 2014; Maloney & Wells, 2012). A more likely challenger to the traditional desktop or laptop computer would be a hybrid device such as the Microsoft Surface Pro series, which incorporates the power of a laptop with a touchscreen. However, these two diverging opinions raise the question: Is the cost of acquiring tablets, accessories, and apps commensurate with the benefits that result from their use in the workplace? (Nguyen, Barton, & Nguyen, 2015).

Other themes that emerged in the literature about tablets included staff perceptions, their effect on work productivity, and the need for continuous training. Personal ownership of the tablet, as opposed to a shared device, is a key factor that influences the extent of tablet use among library staff. Enis (2015) makes the point that tablets can be more fully integrated into work flow when assigned to “...an individual staff member, who can then customize and personalize the device with whatever apps, bookmarks, and programs are best suited to his or her work with patrons.” Another study found that, in addition to increasing librarians’ technology skills, experimentation with tablets “raised librarians’ comfort level and confidence when talking with students at the reference desk and in reference interviews ...” (Salem, et al., 2012, p. 19). Hamasu and Bramble (2015, p. 5) concluded in their investigation that when health sciences librarians were provided iPads, they were able to “...incorporate new technology into their daily workflow and extend library services” and the “...adoption of the iPad had a positive impact primarily as a productivity tool...”

As mobile technology continues to evolve rapidly, few would dispute the need for librarians to keep pace with the latest developments in order to engage with library users' devices of choice. Maloney and Wells (2012, p. 13) recognized the importance of training and created a list of iPad core competencies for academic librarians to ensure that “each patron would experience the same level of service and assistance ...” Thomas also pointed out “staff technology training and skill development must be part of the planning, not only to avoid staff burnout and alienation from tech initiatives, but to ensure adequate backup, tech support, and succession planning” (2012, p. 28). For this reason, librarians should be encouraged to pursue professional training opportunities to continue to develop their technical and interpersonal skills in today’s mobile rich environment.

Project Description

In 2014, KU Libraries subscribed to *BrowZine*, a product designed for mobile devices where users can create and customize a virtual reading room for e-journals and articles in their research areas. Three years earlier, KU Libraries purchased access to Ebrary Complete, a large package that added over 40,000 e-books to the collections. These two acquisitions served as catalyst for this project. In July 2014, the authors were awarded funding from the General Research Fund (GRF) at the University of Kansas to purchase tablets, accessories, and apps to support the research project. Staff from several library departments (acquisitions, branch libraries, cataloging, collections, instruction, area studies, outreach services, resource sharing (ILL), special collections, and user services) were invited to participate in the research project and join a collaborative learning community (CLC) over a period of one year [3]. The purpose of the collaborative learning community was to create a supportive learning environment in which members could share their experiences, discuss challenges, increase their level of confidence, and build proficiency in using tablet devices. It was important to have members from a variety of library units in order to discover how tablets could be applied to different types of work throughout the libraries. The CLC consisted of 15 members (including the authors). In order to determine which tablets and accessories to purchase for use throughout the project, the authors consulted with the Libraries' Information Technology (IT) staff and considered six brands of devices: Apple iPad, Samsung Galaxy Tab 4, Google Nexus 7, Dell Android Venue 8, Microsoft Surface Pro 2, and Kindle Fire. After careful review, only the first four brands of tablets were purchased for the project (see Table 1 for details).

Description	Size	Memory / RAM	Unit Cost	Qty.	Total Cost
Apple iPad (iOS)	9.74	16/1GB	\$369	8	\$2,952
Samsung Galaxy Tab 4 (Android 4.4 KitKat)	10.1	16/1.5GB	\$346	3	\$1,039
Google Nexus 7 (Android 4.4 KitKat)	7	16/2GB	\$240	1	\$240
Dell Venue 8 (Android 4.4 KitKat)	8	16/1GB	\$182	1	\$182
Logitech iPad Keyboard Folio Case			\$89	8	\$712
Logitech Samsung Galaxy Tab 4 Keyboard Folio Case			\$100	3	\$300
Belkin Keyboard Case for 7" tablets - Google Nexus			\$69	1	\$69
Dell Venue 8 Keyboard Folio Case			\$76	1	\$76

Apple Lightning to VGA Adapter			\$49	3	\$147
Tripp-Lite Mini HDMI to VGA Adapter			\$25	1	\$25
Total					\$5,743
Available for purchases of apps					\$301

Table 1. Tablets, Accessories, and Costs

Each member of the CLC chose their own tablet from the four pre-selected brands, which could be used for work and personal activities [4]. The Dell Android Venue 8 and Google Nexus were not good options for this project because the keyboard relied on batteries that had to be replaced frequently and there problems connecting to Wi-Fi inside the library, respectively [5]. Samsung Galaxy tablets were better than the previous two, but overwhelmingly, Apple iPads proved to be the most reliable of all four brands. Participants agreed to attend periodic discussion sessions scheduled throughout the year and to record their experiences using the tablet in a reflective journal, providing examples of how they incorporated the tablet into their work. They were also encouraged to make personal use of the tablets outside of work in the hopes of discovering new applications for work-related activities. Since “play-time” can often spark creative applications for work-related activities, the authors considered personal use and experimentation with the tablet outside of work to be just as important as using the tablet at work.

During the first meeting, staff from Information Technology (IT) guided participants through the initial set-up process, showed basic navigation, demonstrated how to download new apps, and answered questions. The authors made a deliberate choice to provide only a basic level of training when the devices were distributed in order to give participants the freedom to experiment and direct their own learning [6]. During subsequent CLC meetings throughout the year, participants described new apps they had used, tips for doing certain tasks, as well as their disappointments or failures. As part of the project, participants were challenged to set aside one day during which they would exclusively use their tablet. It was anticipated that the “challenge day” would reveal definitively the tablets’ advantages and limitations; in other words, which tasks could be done efficiently using a tablet and which tasks could not.

Discussion

Data and feedback about tablet usage and experiences were collected from three main sources: 1) participants’ online journals; 2) CLC meeting notes; and 3) a formal survey (see Appendix A), which was administered at the end of the project and aggregated participants’ experiences across a series of data points, including usage patterns, benefits, technical issues, perceptions, and specific applications. Although the authors collected information about personal usage of the tablets, the paper will only address how tablets were used for work. The data indicated that the degree to which participants incorporated tablets into their work flows depended on their

specific responsibilities. Members of the CLC found the tablet to be most convenient for checking email; searching the internet, library databases or catalogs; taking notes; reading articles or e-books; checking calendars; and conducting research consultations. Tablets were not sufficiently robust for those who worked with specialized software (e.g., Voyager, Illiad, OCLC Connexion, D-Space) or those who needed a large screen or dual monitors (e.g., spreadsheets, database management, web development). One participant commented, that tablets “...box you in to apps, whereas on a computer you have more freedom to really use the machine.” Due to this constraint, many participants reverted to their work computers, rather than spending time looking for a new app to perform a particular task on the tablet. Figure 1 shows how participants used the tablets for work in order of frequency. Other uses included “syncing” email and calendars, developing mind-maps, viewing YouTube videos, and for videoconferencing.

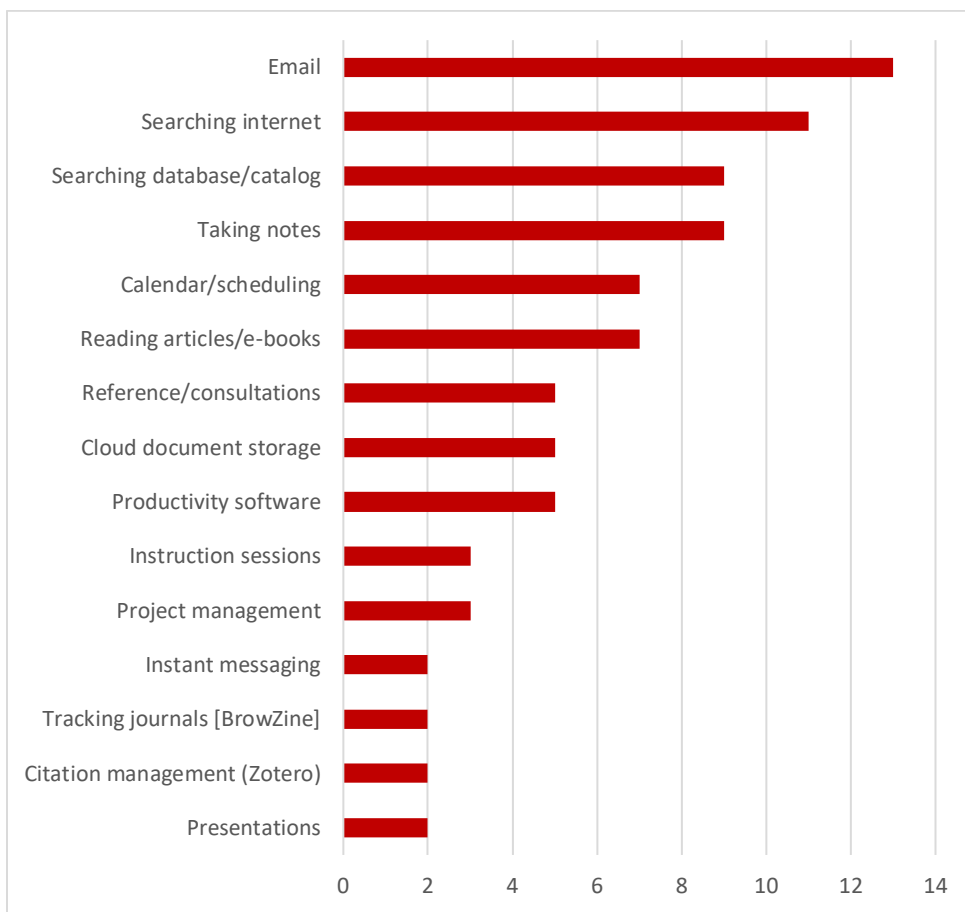


Figure 1. Work Uses of Tablets

Frequency and Duration of Use

The survey included information about how often and how long participants used the tablets for work. As presented in Figure 2, half of the participants used the tablet at least weekly, while the other half used the tablet 2-3 times a month or less. Since the purpose of the study was to find ways to incorporate the tablet into their work, the authors were surprised that the tablets were used so infrequently.

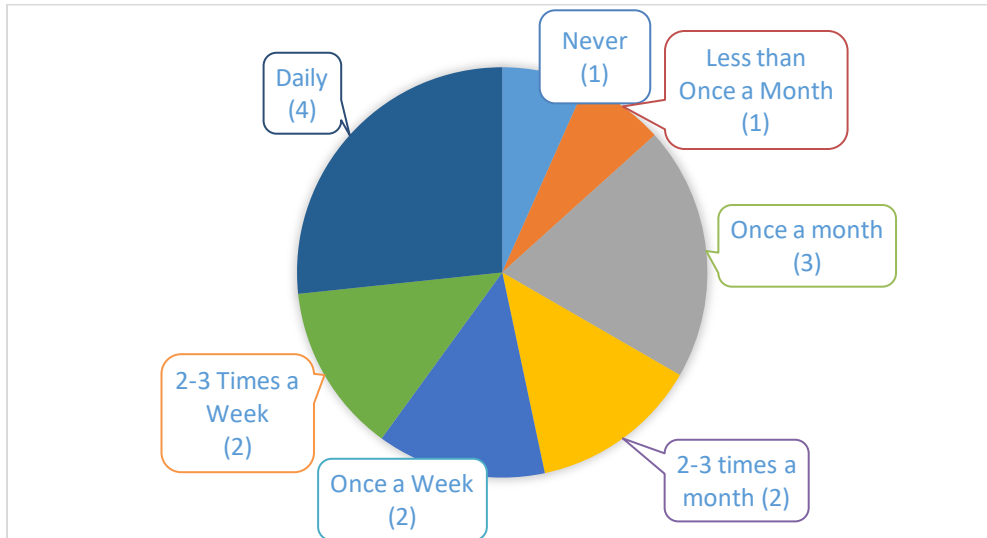


Figure 2. Frequency of Work Use

An examination of other data points offers additional insights. For example, individuals who reported using the tablet infrequently either worked in areas such as reference and instruction, or used specialized software in their work (e.g., interlibrary loan or cataloging) [7]. Those who used the tablets at least weekly cited the tablet's lighter weight and portability as the reason for their frequent use. Data in Figure 3 show that half of the group typically used the tablet for a duration of 31-60 minutes or more at a time; whereas the other half used the tablets for 30 minutes or less. This study did not find a correlation between the frequency and duration of use. Those who used the tablet most frequently did not necessarily use it for long periods of time.

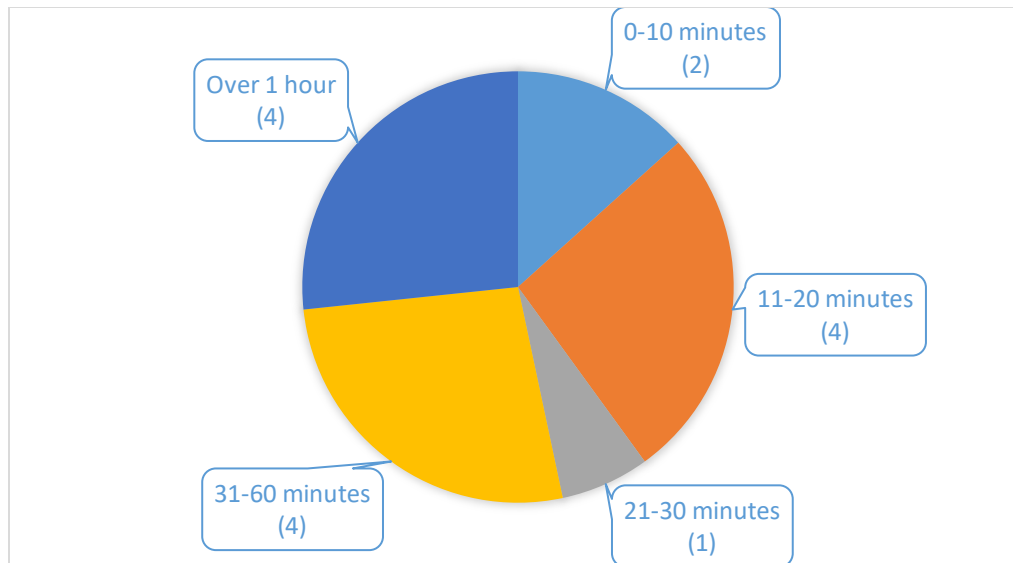


Figure 3. Duration per Work Use

Portability and Productivity

Portability turned out to be one of the major advantages of tablets. Many participants commented that tablets were fast, light, versatile, and more convenient than laptops, especially during travel. Tablets were especially useful for looking up information while away from the office. Some participants described how tablets changed their work habits. For example, it allowed them to check email outside the office to manage time-sensitive issues. Others used a tablet for collaborative editorial work via Dropbox and Google Drive. Nearly everyone reported using the tablet for taking notes, especially at meetings or at conferences, thereby reducing the amount of paper copies needed. Although some participants were reluctant to give up pen and paper, one person found a memo app convenient for taking class notes and keeping them organized in one place [8]. One participant tried to incorporate the tablet to manage inventory workflow [9]. Finally, others used the tablet to watch webinars, tutorials, and other work-related videos [10].

While the literature includes many examples in which tablets were used for classroom instruction, few participants in the group used them for this purpose. One person used the tablet to access the online catalog while in the library stacks, since students often forget to write down the call number. Normally library instruction takes place in classrooms with permanent computer stations. As a way to test the use of tablets, one participant held a class in a small seminar room; thereby making the environment more intimate and interactive, as students were able to share results from their searches with the entire group simply by rotating their devices for everyone to see [11]. In contrast, tablets proved less than ideal for showing media in small groups. For example, one person used the tablet to demonstrate ProQuest Research Companion (PQRC) videos to a few online course developers seated around a table. While tablets are well suited to viewing video content individually or in a one-on-one instructional setting, the viewing experience worsens as the size of the group increases.

Tablets were not effective for tasks that required large screens such as viewing spreadsheets or when using multiple applications simultaneously. For example, in Yankee Book Peddler's (YBP) online book ordering system (GOBI®), the user had to scroll vertically and horizontally in order to read the text and select the links. Users found that tablets are best suited for working on one application at a time because switching back and forth between apps is cumbersome and inefficient. Files on shared network drives were also inaccessible via the tablets. Participants discovered that tablets complemented, but did not replace, their computers.

Reference and Research

Some participants found tablets to be convenient to use during research consultations with faculty and students. For example, while meeting with a faculty member in a location outside the library, one participant was able to look up items in the library catalog or databases relevant to the discussion. Another librarian used the tablet while meeting with a special collections curator to review items in KU Libraries' collection to find resources in support of student research. They were able to search the finding aids to locate different collections and examine the scope and content of each item. Although this same information could have been retrieved using a computer, the tablet was up to the task.

A few participants did not feel comfortable using their tablets at the reference desk because they felt it could detract from their approachability. This perception is not unique to tablets, since the same could be said about staff using a computer or being focused on other work while at the reference desk. Additionally, tablets often default to mobile versions of online catalogs, databases, and websites, which have a different "look and feel" and offer fewer searching options compared to the full web versions. Tablets may be more suited to reference work when away from the desk or when a patron prefers using a mobile device. Printing was another deterrent to using tablets in a public service setting. Since the group's tablets were not connected to printers, documents and URLs had to be emailed to patrons instead of printing them out at the desk [12]. This example shows how participants had to adjust some work habits in order to provide the same level of reference service.

Tablets were also less efficient than computers for monitoring chat, email reference, and for managing desk shifts [13]. Tablets were also used by participants in their own research activities. Examples included: database searching, reading e-books and articles, and managing sources. While the mobile versions of databases worked fine for searching, participants were frustrated by the lack of options. Problems included the inability to send PDF versions, adjust bibliographic options, sort by date, and annotate PDFs without downloading a separate app [14]. Many participants still preferred to read and annotate articles on paper [15]. The same participants had a similar experience with e-books. Attempts to use the tablet for managing citations were equally disappointing [16]. The only advantage to using tablets for reading e-books and e-journals was the ability to save and organize articles in PDF format to iBooks and BrowZine.

Technology Issues

Common problems included Wi-Fi connectivity, a shared iTunes account, keyboards, and data storage (Figure 4). Since grant funds for the project could not be used to pay for ongoing costs of data plans, participants relied on the university's wireless network, public Wi-Fi networks, or private internet services, which limited mobile use of the tablets to some degree. A shared iTunes account also limited storage space for iPad users. At the beginning of the project, IT staff had recommended a single iTunes account for sharing all purchased apps. The first unintended consequence of this decision was a lack of data storage capacity when iPad users quickly ran out of iCloud space. Some users solved this problem by switching to their own personal iTunes account. The lack of privacy was the second unintended consequence. Not only could all iPad users see and use all of the apps on the single account, they could also see photos that were uploaded to iCloud. This issue was resolved by turning off iCloud Drive in the settings. Based on these observations and recommendations in other studies, the authors confirmed that individual customization is essential for staff to take full advantage of a tablet's functionality. The inability to connect to the KU Libraries' network drives with the tablets was also an on-going problem. In addition, participants reported keyboard problems with Bluetooth connectivity; the Samsung Galaxy could not be charged while using the keyboard; and certain apps that only displayed vertically could not be used with the external keyboard.

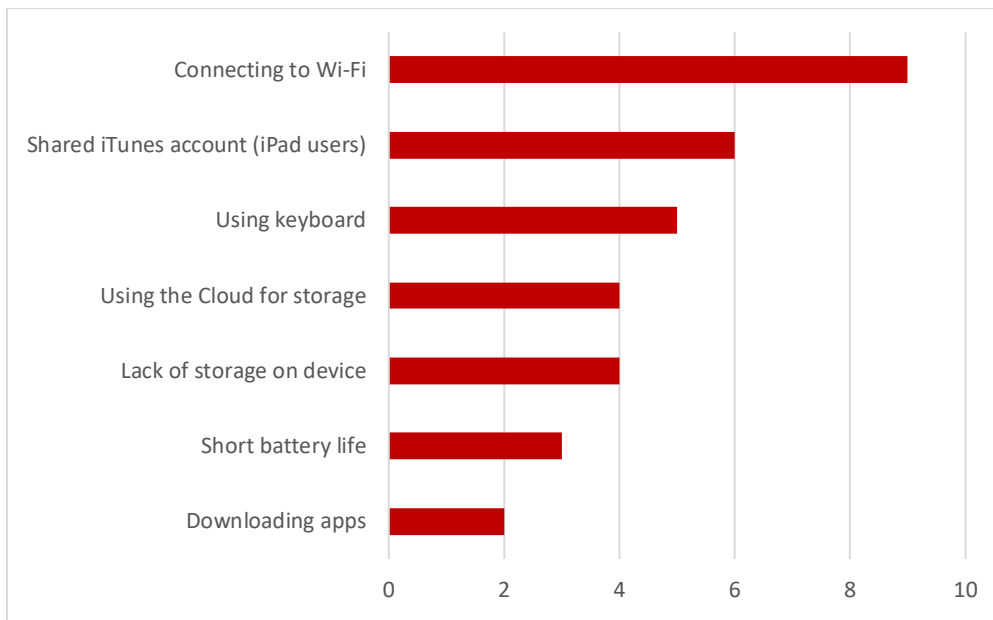


Figure 4. Technology Issues

Participants' Perceptions

The authors noted that participants' perceptions influenced how often they used their tablets for work. Some were not open to using tablets before they joined the project and hoped that these pre-conceptions would change. Once the initial excitement wore off, a few participants did not engage with their devices as much as they had envisioned. While everyone attempted to accomplish the tasks assigned, including the challenge day, several quickly gave up and reverted to their computers. The type of tablet also seemed to have a strong impact on their

perceptions of whether or not the device was suitable for their work. Those who used iPads had more positive experiences than those who used the Samsung Galaxy, the Dell Venue, or the Google Nexus. The latter two tablets, in particular did not perform well.

The majority preferred tablets for tasks such as note-taking during meetings, travel to conferences, and assisting students in various ways. About half of the group believed that using the tablet made it easier to work outside the library. The portability of the device made it easier to carry around campus and it helped some stay connected to their work email. The other half of the group complained that the small screen size was a barrier that impeded their work and some had difficulty adjusting from mouse to touch screen. The majority of participants preferred using the external keyboard to the on-screen version (which takes up half of the screen). Ultimately, this preference depends upon the nature of the work to be done. Since library work typically requires a lot of typing, librarians naturally prefer an external keyboard in spite of other drawbacks. Not so in other industries, where iPads are frequently used to take inventory, check boxes, or fill out forms that can be sent for processing.

Comments from the survey revealed that most participants' attitudes toward tablets changed during the project, but not always for the better. Their responses ranged from loving it and wanting to buy one of their own, to confirming their original bias that tablets were less useful than computers. When asked if using tablets made them more productive, sixty percent responded "No." Tablets helped participants be more efficient in keeping up with email and offered increased mobility for certain aspects of their work, but most found that they did little to improve their workflows. Participants expressed their appreciation about being included in the project for two reasons: 1) they wanted to improve their technology skills in order to keep pace with students; and 2) they enjoyed the opportunity to work with colleagues from other library departments.

Conclusion

The authors set out to build proficiency in using tablet devices among library staff. Initially, many participants had little or no experience using tablets. Survey data and comments from participants' journals indicated that their confidence levels improved significantly. At the beginning of the project, some participants struggled with basic tasks such as email configuration, cutting and pasting text, or customizing settings. By the end of the project, all participants had mastered basic functions and navigation, felt comfortable downloading apps, and explored ways to use tablets in their work. Some have continued to use their tablets for some tasks on a daily basis, and staff from public service areas became more confident helping students who used tablets. The Collaborative Learning Community (CLC) itself generated several positive outcomes that were unforeseen. It brought together a diverse group of library staff from various units. The regular meetings increased participants' awareness of different types work across the library and encouraged inter-departmental communication. The CLC also provided an open environment for asking questions, trouble-shooting, and sharing tips about using tablets.

Another objective was to explore potential applications of tablets to various types of library work. While participants found many ways to incorporate tablets into the workflow, few innovative uses were implemented. From the data gathered, all participants found tablets to be convenient for email, notetaking, scheduling, communication with staff off-site, and quick information retrieval. It is also clear that participants appreciated the portability of the tablets. Many found ways to use the tablet beyond productivity tasks and others began working more in the Cloud from any location. Those who required specialized software on their office computers found that tablets could not be used for most of their work. This constraint was a common theme that emerged during the project, leading the authors to conclude that tablets are not ready to fully replace office computers for library staff. Based on the findings of this project, laptops remain a more flexible and powerful option for those whose work requires mobility. Some products, such as the Microsoft Surface Pro series, combine the advantages of a tablet and laptop into one device, but are very expensive to purchase. Future developments in technology will ultimately determine whether tablets are a cost-effective investment for library work.

Notes

1. Although *learning communities* come in various shapes and sizes, for the purpose of this project, the authors define their Collaborative Learning Community (CLC) as: a small group of staff from different library departments who engaged in active, group discussion, shared reflective journaling, and informal conversation to promote learning, development of technical skills, and community building. For more about *learning communities*, see Cox, 2004.
2. “Basic productivity tools are computer software programs which allow a user to create specific items quickly and easily...” (e.g., word processing, spreadsheets, presentations, email, scheduling tools, etc.). See <http://pandasrbears2.weebly.com/basic-productivity-tools.html>.
3. Participants also could have been screened based on their willingness and enthusiasm to try new tools.
4. In retrospect, it would have been better to choose one brand of tablet for all participants and reserve more funds to purchase apps.
5. Halfway through the project the Google Nexus 7 and the Dell Venue 8 were abandoned.
6. Although the intent of the authors was to encourage self-directed learning on the tablets, some felt that they were largely “left to their own devices.” Additional training would have been beneficial.
7. This finding was unexpected given the numerous case studies that describe using tablets for reference and instruction.

8. One person even took pictures of handwritten notes, uploaded them to Evernote, sorted them into different notebooks, added subject tags, and highlighted important passages. Unfortunately, the limited storage of Evernote's free version is a barrier to long-term use.
9. In one instance, the Hanco Word app was used to manage an inventory of office supplies. In another, the tablet was used to manage inventory in the stacks, thus eliminating bulky paper reports. These applications of tablets are still being tested.
10. One participant noted that the iPad worked with Adobe Connect, but did not work with WebEx. The iPad's FaceTime app was also used to attend meetings remotely.
11. Although the instructor could have used a laptop for these sessions, the tablet proved sufficient for all tasks.
12. Tablets could be set up to print, which would have eliminated this problem.
13. The scheduling software (WhenToWork) requires a lot of clicking on very precise spots within the schedule, which is much easier with a mouse than on a touch screen.
14. Most PDF annotation apps are not free. Although the free Adobe Reader app for iPad now offers annotation capabilities, it has several drawbacks, which are mentioned on the AppAdvice website under PDF Annotation Apps:
<http://appadvice.com/appguides/show/pdf-annotation> .
15. For more information about reading preferences, see Jabr, 2013.
16. Zotero and Endnote apps are available only for purchase, and free add-ons, such as Zotpad and PaperShip have limited functionality.

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Appendix A: Tablet Survey Questions

Q1 On average, how often do you use the tablet for work?

- a) Never
- b) Less than Once a Month
- c) Once a Month
- d) 2-3 Times a Month
- e) Once a Week
- f) 2-3 Times a Week
- g) Daily

Q2 On average, how often do you use the tablet for personal use?

- Never
- Less than Once a Month
- Once a Month
- 2-3 Times a Month
- Once a Week
- 2-3 Times a Week
- Daily

Q3 How have you incorporated the tablet into your work? [Choose all that apply]

- Email
- Instant messaging
- Calendar/scheduling
- Library database/catalog searching
- Reading articles/e-books
- Tracking recent issues of journals [BrowZine]
- Citation management [e.g., EndNote, Zotero, PaperShip]
- Taking notes [e.g., meetings, making lists]
- Reference/consultations
- Instruction sessions [classroom]
- Storing and accessing documents [e.g., Google Drive, Dropbox, etc.]
- Presentations
- Looking up information on the Web
- Project management / collaborative work [e.g., Asana, Trello]
- Productivity software [e.g., Word, Excel, PowerPoint]
- Other _____

Q4 How do you use the tablet for personal use? [Choose all that apply]

- Surfing the Web
- Shopping online [e.g., Amazon, iTunes]
- Watching videos
- Playing games
- Checking news/weather
- Using maps for directions
- Video conferencing [e.g., FaceTime, Skype, Google hangouts]
- Social media [e.g., Facebook, Twitter]
- Reading e-books [e.g., Kindle, iBooks]
- Instant messaging
- Other _____

Q5 When using the tablet for work, on average how long do you typically spend using it?

- 0-10 minutes 21-30 minutes Over 1 hour
 11-20 minutes 31-60 minutes

Q6 When using the tablet for personal use, on average how long do you typically spend using it?

- 0-10 minutes 21-30 minutes Over 1 hour
 11-20 minutes 31-60 minutes

Q7 Do you find yourself using the computer for certain tasks that you cannot do on the tablet?

- Yes No

Q8 Please explain:

Q9 If "yes" to question 7, how long on average do you try to do a task on the tablet before you go back to using your computer?

- 0-10 minutes 21-30 minutes Over 1 hour
 11-20 minutes 31-60 minutes

Q10 Do you prefer doing certain tasks on the tablet?

- Yes No

Q11 Please explain:

Q12 Has the tablet made it easier to work outside the library?

- Yes No

Q13 Please explain:

Q14 Do you prefer using the tablet with or without the external keyboard?

- With keyboard Without keyboard

Q15 Please explain:

Q16 Have you encountered any technical difficulties while using the tablet? [Choose all that apply]

- Connecting to Wi-Fi Using keyboard
 Short battery life Shared iTunes account (iPad users)
 Lack of storage on device Downloading apps
 Using the Cloud for storage Other _____

Q17 On average, how many apps have you downloaded to your tablet?

- 0-5 11-20 31+
 6-10 21-30

Q18 What are the top 5 apps have you found most useful for work? Please explain why.

Q19 List your 3 favorite apps for personal use? Please explain why.

Q20 How satisfied are you with the first brand of tablet that you used?

- Very Dissatisfied Neutral Very Satisfied
 Dissatisfied Satisfied N/A

Q21 How satisfied are you with the second brand of tablet that you used? (if applicable)

- Very Dissatisfied Neutral Very Satisfied
 Dissatisfied Satisfied N/A

Q22 Has your attitude toward using tablets changed?

- Yes No

Q23 Please explain:

Q24 Do you feel that the tablet has helped you to be more productive?

- Yes No

Q25 Please explain:

Q26 Has using the tablet changed the way that you work?

- Yes No

Q27 Please explain:

Q28 What library unit do you work in?

- Acquisitions Distinctive Collections Research & Learning
 Cataloging Information Technology Other _____
 Content Development International Area Studies

Q29 When did you participate in the tablet group? [Choose any that apply.]

- Fall 2014 Spring 2015

Q30 What was your previous experience using tablets?

- None Some
 Little A Lot

Q31 What brand of tablet did you first receive for this project?

- iPad
- Samsung
- Google Nexus
- Dell Venue

Q32 Did you switch tablets at any point?

- Yes
- No

Q33 If yes, what brand did you receive?

- iPad
- Samsung
- Google Nexus
- Dell Venue

Q34 Do you have any other comments about your experience participating in this research project?