



DIGITAL PICTURE BOOKS IN LIBRAIRES NOW!

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Session: **99 — *Picture books in libraries now!* — Libraries for Children and Young Adults**

Abstract :

Is the title “digital picture books in libraries now” an invitation to make an inventory regarding the presence of digital picture books in libraries or a call to remedy an unsatisfactory situation? I took it as both. While I tried and made the required inventory to share it with you, I felt the urge to make up for any delay children libraries may suffer from in that field. I hope you will too. Digital picture books are just one type of documents that we, librarians, must give access to, according to different formats, on different documentary supports or through different channels. But it brings us to try and master new technological devices and find new mediation ways.

Digital Picture Books in Libraries Now

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Introduction

Before accounting for its use, let us define what a “digital picture book” is.

“While it’s true that e-books are books, it’s also true that e-books are not books”... said one American librarian on the ALA site.

According to Wikipedia, an e-book is a book-length publication in digital form, consisting of text, images, or both, and produced on, published through, and readable on computers or other electronic devices such as dedicated e-book readers, personal computers and mobile phones. Sometimes the equivalent of a conventional printed book, e-books can also be born digital. The *Oxford Dictionary of English* defines the e-book as “an electronic version of a printed book,” but e-books can and do exist without any printed equivalent.

Right now there are three main forms of e-books: e-pubs, which are similar to PDF files and have re-flowing text (which means you can change text format and size); enhanced e-books, which are e-pub with embedded features like audio and video; and book apps, which can be anything that can be programmed, from a movie to a game and beyond. Augmented reality technology is just tiptoeing into the children’s book field. *What Lola wants, Lola Gets!* And *Tyron the Clean “o” Saurus*, both written by David Salaria and illustrated by Carolyn Scrace, published by Scribbler’s Books are reported to be the first children’s books to use augmented reality technology. When you hold certain pages of the books up to a web cam you see the characters burst vibrantly to life in full 3-D animation, accompanied by music. [what lola wants lola gets e-book augmented reality - Bing Vidéos](#)

1) In libraries, we use two types of “e-books”:

Homothetic e-books: those are just books that can be read on a screen. The text and illustrations are exactly the same as those of the paper book.

Example: the ICDL International Children Digital Library, the mission of which is to allow any child to read books in their mother tongue, regardless of where they live.

<http://en.childrenslibrary.org/>

The ICDL Foundation's goal is to build a collection of books that represents outstanding historical and contemporary books from throughout the world. Ultimately, the Foundation aspires to have every culture and language represented so that every child can know and appreciate the riches of children's literature from the world community.

Any librarian can scan picture books and organize a collective reading session by simply hooking up a projector to a computer and reading the selected books with a large projected display.

We find examples of such books on Calameo, a site on which everyone can publish one’s documents and share them. Each time you “turn” pages, there is a sound of paper shuffling. On each page, you can use a magnifying device to emphasize details or words. <http://fr.calameo.com/read/000279038adf501a0afec>

The web site Lookybook, created by C. Frazer, offered a digitalized form of books that languished in publishers’ warehouses in order to generate new interest in books and make people buy them. One could flip through picture books on a computer and project them on a screen through a video projector. In spite of numerous visits, the web site closed after a while due to lack of resources.

Such activities as group reading can be complemented by others like completing stories: the librarian will read the first portion of a book to a group of children and ask them to find the end or to envision how it ends by drawing pictures.

Homothetic e-books have no added value in themselves. But they can be convenient in libraries and in schools. And they are free or cheap. In Romania, where the situation of literature for children is very poor according to our colleague Ruxandra Moasa Nazare, purchasing e-books in libraries is a real success. A volume of Romanian tales written by Petre Ispirescu, a classic author for children, is now available in Romanian Libraries http://www.coresi.net/_basmele-romanilor-de-petre-ispireescu/BasmeleRomanilor_Color_eBook.zip

Enhanced and animated e-books

But most digital picture books today are not digital copies of paper books. They are, to a different extent, a mix of books, video games and movies. Are they still books? Must we call them vooks (video and books), at it is sometimes suggested? Does it really matter? We love picture books for their illustrations and text, for the universe they create and the way they stir our imagination. Digital picture books do it in different ways. They tend to aim at educational entertainment and certainly favor reading and language learning and training.

In the interactive and enhanced e-books I include book applications.

AR books : augmented reality

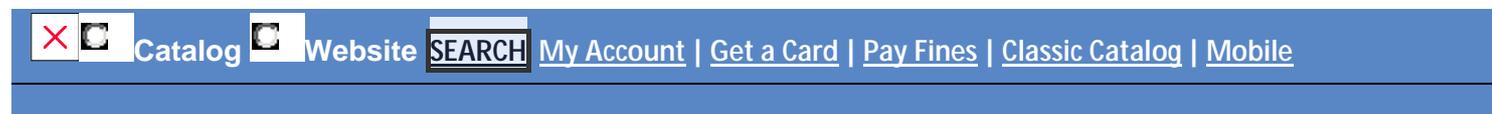
<http://www.amazon.co.uk/Dinosaurs-Alive-Augmented-Reality-Book/dp/1847325785>

Augmented reality books are not numerous but they are very effective and easy to look at in libraries. They are especially stunning as far as documentary books are concerned. All you need is a computer, a web cam and the adapted books.

2) Digital picture books are available from libraries in different ways:

From library web sites:

Conceived as an extension to libraries, portals offer segmented fields according to customers' interests. American libraries have a rich and diversified offering in children sites and educational entertainment i-tools. The Charlotte Mecklenburg Library in North Carolina distinguishes babies, toddlers, preschool, primary school... and offers adapted tools and contents, such as digital books and games



[Home](#) > [Kids](#) > CMLibrary: Kids

HOLIDAY HOURS - All libraries will be closed Wednesday, July 4, 2012 for Independence Day.

Kids Resources

[Experiences for kids](#) | [Homework Help](#) | [Reading Recommendations](#) | [Online Learning Activities](#) | [Tips & Tools for Caregivers](#)

Experiences for kids at the library



[Plan a visit to ImaginOn](#), an amazing facility for kids and teens featuring library resources, theaters, classrooms, computer labs, a teen center, an animation studio and more. Admission to ImaginOn is free and so are many of the activities. Everything you need to plan an individual or group visit, or buy tickets to a theater performance, can be found at www.imaginson.org. ImaginOn is a collaborative venture of Charlotte Mecklenburg Library and Children's Theatre of Charlotte.



[Find library story times and children's events](#) on the library's Events page.

Homework Help



[Online Resources](#). A specialized list of kid-friendly homework and research resources.



[Get help from a professional tutor - instantly](#). Connect with a professional homework tutor online. Available for grades K-12, college intro and adult learners. (English & Spanish speaking tutors available.)

Reading Recommendations



[BookHive](#) is the Library's website that lets you search hundreds of children's book reviews (ages birth - 12 years) by title, author, reading level, interest category, and number of pages. New book reviews are added monthly.

Online Learning Activities for Kids



[Storyplace](#) is the Library's bilingual website for young children. Listen to online stories, explore interactive online activities and games, and print take-home activities and reading lists.



[Hands on Crafts](#) is the Library's website filled with interactive online crafts projects for the whole family.



[Tumblebook Library](#) presents a wealth of narrated, animated children's books, audiobooks and activities to encourage your young reader.

Tips & Tools for Parents, Teachers and Caregivers



[Read to Me Charlotte](#) is the Library's website for parents, caregivers & teachers who want information, ideas, tips, activities, & other resources to help nurture young children's growth.



[Help your young child prepare for kindergarten](#) with the Library's month by month guide to school readiness "Get Set 4 K."



[Internet safety for kids](#). Get tips and resources to make the internet a positive source for learning and communicating in children's lives.

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If you enter "preschool storyplace" you will find stories and games organized into 15 topics, from "animals" to "bath time" or from "fire fighters" to "wheels". Children can choose to listen to the home produced stories in English or in Spanish.

Charlotte library, like Seattle library also offers access to TumbleBooks. Those are existing books with added animation, sound, music and narrative *to produce electronic e-books for e-kids*. The TumbleBook Library has negotiated picture book rights with various publishers such as Simon & Schuster, Chronicle Books, Little Brown.

Other libraries offer digital picture books through dedicated children portals: the French National Library has developed a digital children's library:

If you click on the "salle de lecture" (reading room) tab, you may compare three books about cats, reading them, turning pages, focusing on details. The reading room also proposes advice to parents and teachers.

<http://enfants.bnf.fr/index.htm>

The Toronto library has a dedicated portal for children "the kidspace" from which children can access digital picture books:

http://www.tumblebooks.com/library/asp/full_book.asp?ProductID=3968 Là ou + haut?????

Today, more and more libraries have designed children's sites which include games, e-books, training tools, parent resources. They thus had to design access to and download from computers, e-readers (color e-readers are now available), i-phones, i-pads, i-pod touches, smartphones, which represents time, money and negotiations...

Inside libraries

Whatever type of documents we are dealing with, children often need some kind of mediation or guidance. Various studies related to digital picture books give two important indications:

- E-books may encourage kids to pick up books but do not systematically help with literacy: *Children reading enhanced ebooks also "recalled significantly fewer narrative details than children who read the print version of the same story", said Cynthia Chiong, speculating that the extra features may be distracting. But while "print books were more advantageous for literacy building co-reading", ebooks, and particularly enhanced ebooks, were better "for engaging children and prompting physical interaction".*
- Parents tend to let their children "read" e-books by themselves, as they let them play video games by themselves whilst they keep co-reading paper books.

Christian Jacomino, who founded "Les Moulins à Paroles" a set of numeric tools to learn how to read, considers that books are not only devices for individual use but that they are also and were primarily conceived for collective use. He adds that most children are not interested in autonomy as far as reading activities are concerned. While listening to a story, in a group or with one of their parents, they are first looking for interaction.

Children and Young Adults Librarians are used to organizing activities based on books such as storytelling, illustration sessions and contests, question games about books... The same types of activities can take new dimension with e-books.

Example of "digital picture books" use in libraries:

- A special storytelling session told by children in "la petite bibliothèque Ronde" in France

blog.petitebiblioronde.com/la-vie-de-la-bibliotheque/heure-du-conte-numerique-1177

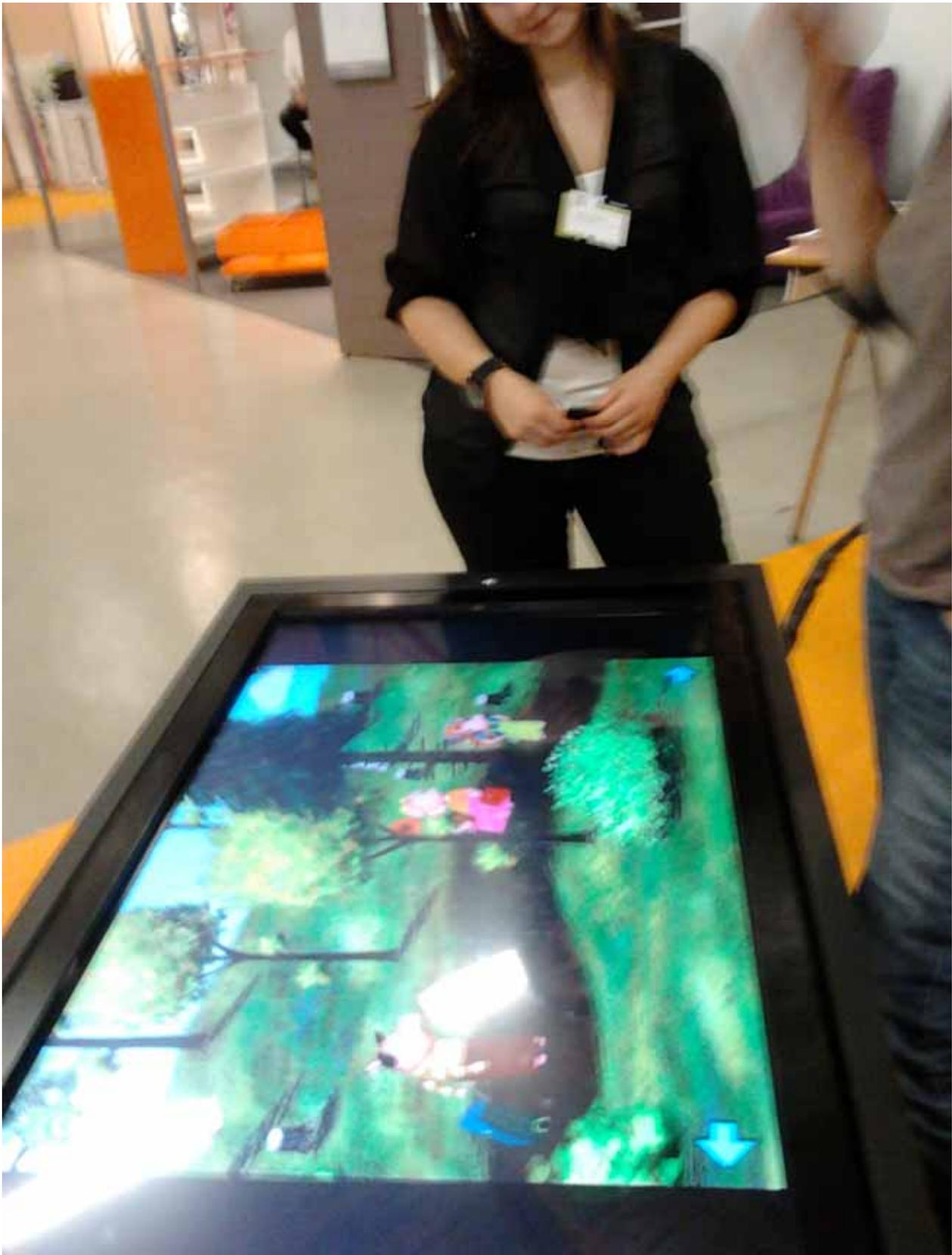
The ipad was connected to the video projector and the story "Royal Trouble" that takes place during the Middle-Ages, was projected on a screen. The children had to play the different characters who had to face challenges and find special objects or solve enigmas to make the story go on. The session lasted more than two hours and nobody wanted to leave.

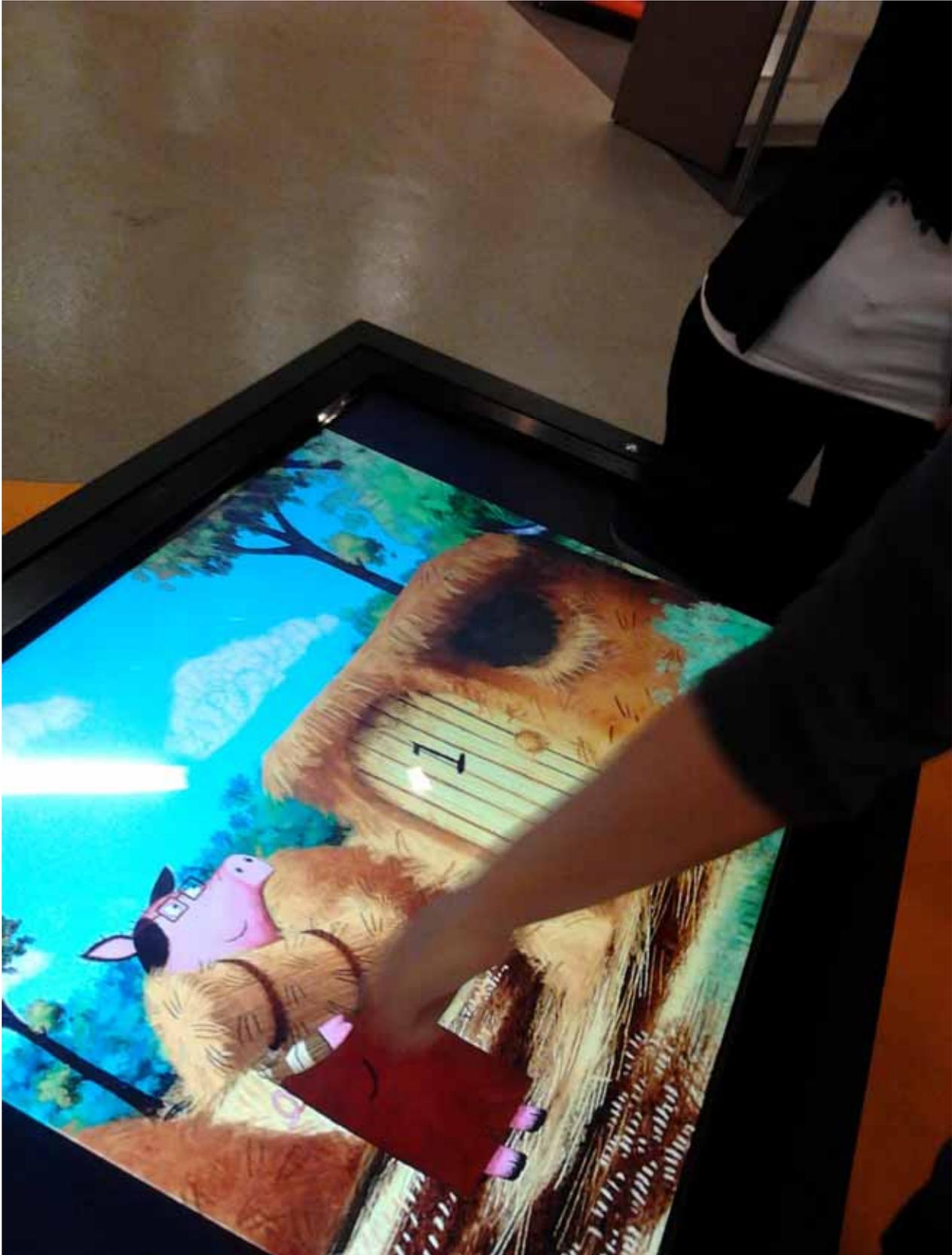
- The XXL touch pad

The XXL touch pad was created by the team of the Montreuil Youth Book Fair, in France. It has been designed to allow collective discoveries of digital stories and games by creators in children's literature.

Using the ipad technology, the XXL touch pad offers to groups – children, families – the opportunity to familiarize with interactive reading processes and share stories containing text, animated pictures, games, music, sounds.

French libraries may rent the XXL touch pad with 16 applications among which one can find “*A Duck in New York City*” by Connie Kaldor, *Goldilocks and the Three Bears*, *Red Riding Hood* by Opixido for a week, or a month.





Every one of us has heard or read about experiences with digital picture books in libraries. It seems that as far as technology is concerned the sky is the limit. If the development of new devices questions our profession, jeopardizes our budgets, modifies the design of our library spaces (I am thinking of the fantastic Aarhus library

in Denmark), there is not much to worry about. New technologies might help us to conform to some of the missions specified in the UNESCO Public Library Manifesto:

- creating and strengthening reading habits in children at an early age
- providing opportunities for personal creative development;
- stimulating the imagination and creativity of children and young people;
- facilitating the development of information and computer literacy skills;

E-books, on line contents and the Internet mean more individuation and less mediation. But children remain children. They still love stories, games, exploration. They still need guidance, care and space. If digital books are not real books, they still tell stories and promote reading and literature. Our missions are just more demanding than before; we must master new technologies and be more cooperative: digital contents are everywhere. We cannot know every e-book, game or application. We have to trust others' choices, especially parent's choices. For if we want to remain legitimate in children's eyes, we have first to be legitimate in their parents' opinions.

I want to conclude the present paper with two reflections:

- With a little good will and imagination most libraries can work with digital picture books, relying on free material.
- Digital picture books are not yet what they could be. They are costly to create and publishers in many countries wait for a greater demand from individuals as well as from libraries to remunerate the significant investments required. Libraries are thus actors in the development of better quality digital picture books.