

Genrefying the Children's Fiction Collection

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ABSTRACT

Genrefying a library's fiction collection is a common practice in school libraries. However, there is little research to explain the benefits or drawbacks of this practice. Using a within-subjects/time-series action research design, this study was conducted to understand more about the impact of genrefying the fiction collection in a single library. This study found that elementary students could locate fiction books faster and to greater satisfaction with a genrefied collection than in a collection in which fiction was arranged in a FIC label format, which is typically seen in standard Dewey Decimal classification.

Introduction

Within the studied library, the children's fiction collection is usually not the most frequently used section. If the children's fiction collection is not organized in an intuitive way, patrons (and librarians) may find themselves struggling to find books within a satisfactory time frame. The fiction books may be organized by the author's last name, but younger independent patrons who want to save time by skipping looking at the library catalog and are looking for fiction on a certain topic may not know that "John Smith" wrote a book on dinosaurs. In a traditional FIC-organized library, an interested learner could be directed to many locations for one genre of animal fiction and lose valuable time visiting multiple locations that could be spent browsing books.

Purpose

The purpose of this study is to explore the impact of genrefying the fiction collection on children's success finding books within a school library. Genrefication could be defined as a specific approach to library collection organization that uses a "reader-interest classification" instead of a traditional Dewey Decimal Classification collection organization (Moeller and Becnel 2019). This could be interpreted as organizing books by subject rather than discipline in a Dewey Decimal Classification setting. When applied to a fiction collection, a genrefied fiction collection would organize books by theme (such as science fiction, mysteries, adventures, etc.), which would be sub-organized by author surname (instead of organizing a collection only by the

author surname). When students visit the library, it is important to students that they can locate their desired book or topic in a well-organized collection within a reasonable amount of time. Enabling students to find resources themselves is an important aspect of library science. When fiction books are organized in a genrefied collection, students can locate books more easily (Sweeney 2013). However, when books are organized by the author's last name, patrons struggle to locate books if they are searching by a preconceived topic instead of an author's last name (Dunne 2015). This study sought to determine if students can locate books faster and to greater satisfaction with a genrefied collection over books classified by FIC label organized by author's last name, which is typically seen in standard Dewey Decimal Classification.

Background

In the library studied, the children's collection was difficult to navigate for students of all ages when the fiction books were organized by the author's last name. The fiction books were organized by FIC label followed by the first two letters of the author's last name and followed by numbers, which replaced the following letters in the author's last name. For example, a book by Warner was labeled by the call number "FIC WA73," leaving young readers confused because it did not resemble a name. This caused frustration for younger patrons who were looking for a specific topic or genre by multiple authors; it also caused frustration for library workers tasked with shelving returned children's books.

Review of Literature Addressing the Problems and Benefits of a Genrefied Library Collection

ORGANIZING BY GENRE

Many librarians are organizing their library collections into genres instead of organizing books by the Dewey Decimal Classification or by FIC label and author surname. Genrefication as a term is a relatively new idea in school libraries that began to make headlines in the early 2000s and is now a trend that is not going away anytime soon (Buchter 2013). Prior to beginning the genrefication process, librarians had to determine whether to genrefy their entire collection or just the fiction collection. This brief literature review covers problems with genrefication, with arrangement using the Dewey Decimal System, as well as benefits of genrefication, including improved student self-efficacy.

PERCEIVED PROBLEMS WITH GENREFICATION

Not all librarians fully support genrefication of some or all of a library's collection. Some librarians argue that one genrefied collection is not consistent with other libraries' genrefied collections due to librarians' varying interpretations on which genre a book could be classified (Moeller and Becnel 2019). This inconsistency could cause confusion for students when they visit other libraries that use a different genrefied system.

Some librarians feel that a genrefied collection can pose a danger to the patrons if the books are organized into overly specialized categories, which could cause readers to limit themselves to one genre and avoid all other genres (Trott and Novak 2006). Students could miss books that they would enjoy if a book was classified into a genre that was considered distasteful to the

student. Certain books may fit into multiple genres, a circumstance that can cause frustration for users and drains on the finances of the library if the librarian wishes to include that title in both appropriate genres (Trott and Novak 2006). While these specific use cases do exist and cause issues for the proponents of genrefication, there appear to be more issues with Dewey Decimal Classification and subsequent FIC method than with a genrefied classification.

PERCEIVED PROBLEMS WITH DDC

Dewey Decimal Classification presents multiple problems within the school library, including a lack of decimal knowledge among younger students, an unintuitive organization of the library, and choice overload. Students who have not yet mastered decimals may get easily frustrated, leading to library anxiety and a feeling of failure (Buchter 2013). This would specifically apply to fiction books within the Dewey Decimal Classification books within the 800s. A limited library period does not work well in a school library with an unintuitive arrangement, causing young students to struggle and become overwhelmed when locating books (Dunne 2015). Prior to genrefication, R. Grover (2017) discovered that her students would leave the library frustrated and without a book. Dewey Decimal Classification gives choice overload to browsing students, a situation that negatively affects circulation rates and book choices for reading periods (Kimmelman 2018). A rushed experience leaves children frantically grabbing books seemingly at random, based on the artwork on book covers or current movies in theaters (Weber 2018). The result is a feeling of frustration in learners and possibly driving away reluctant readers (Hembree 2013). Strong negative feelings such as anxiety, frustration, stress, and fear lower self-efficacy perceptions (Kurbanoglu 2003). These negative feelings result in library apprehension and do not reflect well on the library experience. Reader's advisory is also impacted when school librarians are unfamiliar with the collection. When Stephanie Sweeney (2013) first began in her new high school position for the 2011-2012 school year, the fiction collection was arranged by the traditional fiction organization used in the Dewey Decimal Classification. She loathed her inability to make recommendations when students inquired about books in areas where she had limited knowledge. After Sweeney genrefied her library, she was able to direct students to themed books with improved success (2013). Innovative schools are taking part in the genrefication trend in hope of improving their school libraries' accessibility and increasing circulation rates (Lee 2017). Genrefication would solve the issues facing students who get overwhelmed by the FIC label system within Dewey Decimal Classification by organizing book themes into one location instead of directing patrons to multiple locations because of varying author surnames.

The primary users of the library are the patrons, not those who operate the library. To encourage usage and understanding, libraries need to use terms familiar to their patrons because they are the primary users, not the library professionals (Moeller and Becnel 2019). Using technical labels that only library workers understand alienates patrons from understanding the book organization. The organization of the collection affects the experience of browsing for books; as such, the organization needs to be simple and easily understood for young users. Organizing by genre allows libraries to organize materials by familiar terms that are frequently used by patrons (Moeller and Becnel 2019). This customization would especially benefit young users who may still be learning how libraries operate. Additional benefits of genrefication are described below.

BENEFITS OF GENREFICATION

Research has shown that a genrefied fiction collection is simpler for students to use and locate books (Sweeney 2013; Dunne 2015; Trott and Novak 2006). Arranging the books by genre rather than just by the author's last name helps students who want to read a specific type of book.

Locating books becomes easier for student patrons when books are physically grouped by genre rather than merely labeled by genre on the spine of each book (Moeller and Becnel 2019). This act of grouping genres helps patrons visiting larger libraries to locate specific types of books by browsing and allows school librarians to become more familiar with the collection (Moeller and Becnel 2019). Student patrons are becoming more accustomed to browsing by genre as they browse through online music, social media groups, online gaming, and movie streaming services such as Netflix (Moeller and Becnel 2019).

Genrefication gives students the opportunity to go deep into a specific genre or intentionally explore a new genre (Dunne 2015). Genrefication of the school library limits choice overload because students are able to locate specific books in specific genres without being rushed and feeling overwhelmed. Self-sufficiency is positively affected as students are free to choose the book and genre they prefer. Weeding and genrefying the collection contributes to higher use of the school library (Kimmelman 2018). Grover's (2017) students are able to select and check-out a book in less than two minutes, a process that was not possible prior to genrefication. Locating books quickly became easier, as did re-shelving books.

Several researchers have found that students' self-efficacy, confidence, and independence can grow by allowing them to search for specific books in a genrefied fiction collection (Dunne 2015; Buchter 2013; Grover 2017). Library anxiety was reduced and students as young as kindergarteners can become self-directed and empowered to find resources in a completely genrefied library without the need of an adult, as shown in Buchter's (2013) experience with arranging fiction and nonfiction in categories (2013). This independence enables self-selection of reading material, which is a key factor in a child's reading success and enjoyment (Boltz 2007). This empowerment of learners frees up the school librarian for other library-related duties (Buchter 2013) while improving students' self-efficacy in the school library.

Genrefication also allows for improved collection development and reader's advisory process. Going through the process of genrefication allows school librarians to develop a broader and deeper understanding of their collections (Moeller and Becnel 2019). School librarians can spot gaps in the collection more easily (Grover 2017) and identify materials to be weeded (Moeller and Becnel 2019). Exact counts for each genre can be used to analyze the collection (Sweeney 2013).

As a result of genrefication, students are able to recommend books to their peers (Dunne 2015; Sweeney 2013; Grover 2017). Students are able to conduct more book-related discussions (Sweeney 2013), and student empowerment increases as students give suggestions (Grover 2017). Genrefication has helped decrease time needed for students to locate an interesting book as well as introduced new genres to students and allows students to connect to one another (Moeller and Becnel 2019). Positive attitudes towards reading increase when students are able to choose and are exposed to a wider variety of books (Dwyer 2014). Exposing students to multiple literary genres is simpler to implement if genres are visually color coded and shelved in groups.

Genrefication has also been reported to improve student library visits and usage by teachers, other stakeholders, reluctant readers, and special-education students (Dunne 2015; Grover 2017; Hembree 2013). A genrefied collection is more inviting for students looking for books on a

certain topic or theme (Hammond 2017). Genrefying and merging both fiction and nonfiction collections helped students who needed help the most, such as reluctant readers and special-education students (Kaplan et al. 2013). Circulation rates have been reported to increase after the fiction collection undergoes the genrefication process along with genre shelving, with numbers running from a 30 percent to 92 percent increase in the first year (Grover 2017; Hembree 2013). Many school libraries contemplate switching to a genrefied collection to improve circulation rates (Lee 2017) and to benefit the students and teachers (Dunne 2015).

Ultimately, genrefication will make library use simpler for library patrons, a benefit that falls into one of Ranganathan's laws of library science: "Save the time of the reader" (Trott and Novak 2006). A participant in Robin A. Moeller and Kim E. Becnel's study commented "everything else in these kids' lives is genrefied. Why on earth would we not genrefy the books?" (2019, 203).

Research Questions

This study is guided by the following research questions:

1. How does a genrefied fiction collection affect time spent finding books?
2. How does genrefying the fiction collection affect students' self-efficacy when selecting books to read?

Methodology

PARTICIPANTS

Because this research project was conducted as part of work toward my MLIS degree, I had to complete the research within a single semester. Therefore, five participants served by a single library were studied. (Future studies on a larger scale are recommended.) A total of five elementary students (both male and female) from Lancaster Baptist School in Lancaster, California, were randomly selected to be observed and interviewed during this study. The selection process was influenced by parents who were willing to allow their children to participate and was determined by order of enrollment in the study. Due to the small number of limited participants for the study, fifteen students from varying grades from kindergarten to sixth grade were invited to ensure enough participants; five were randomly selected. Each participant and their parents filled out a consent and assent form prior to participating in this study to comply with the Institutional Review Board requirements at University of Central Missouri (where I graduated from graduate school).

RESEARCH DESIGN

This study used the within-subjects/time-series design, selected because it uses the individual student as the point for comparison (Parsons and Brown 2002). Participants' library usage before and after the genrefication intervention was studied.

First Phase: Establishing a Baseline

This study was conducted in two phases. In the first phase, a baseline was established by observing and measuring the time it took for participating students to locate a given title within the fiction collection. Students were also asked to find a book that they wanted to read. Following their searches, the participating students rated their self-efficacy, and then participated in a voluntary interview with myself as the school librarian. A semi-structured interview with open-ended questions was conducted with the student in the library office near the fiction collection. This data-collection instrument covered both research questions in a single session. More about the data collection process is in the next subsection.

Next, I, as the school librarian, managed a team of people to assist me in genre-fying the fiction collection (also referred to as “the intervention”). Genres were selected based on the overall story theme of the book. Stories emphasizing history during a historical era were classified as historical fiction. Books previously classified as “Easy Reader” were kept as a separate genre due to preschool usage. This specific genre represents a small portion of the fiction collection and will likely be transformed in upcoming years. A holiday-themed genre was created to help facilitate relevant story time for teachers for both preschool and elementary ages during various holiday seasons.

Books were recataloged according to the general theme of the story into one of eleven genres as shown in table 1. After each book was recataloged, it was relabeled as FIC followed by the appropriate genre, the first three initials of the author’s last name, then the publication date. A resulting call number would look like “FIC Animal Fiction SUL 2020.” Each genre was assigned a transparent color overlay sticker to provide a visual cue and easily observable distinction between genres. The sticker colors are listed below in table 1. Once the books were relabeled, the transparent color overlay was added to provide visual clarity in accordance with updated signs around the fiction collection. Each genre was reorganized by the author’s last name and reshelfed according to space and sizes of genres. Once the collection was genre-fied and reshelfed, new directional signs were created and posted. Signs included a list of the genres and an icon of the assigned color as well as an updated design.

Table 1. Categories and color coding used.

Genre	Colored Sticker Overlay
Adventure	Blue
Animal Fiction	Green
Classic	Red
Easy Reader	Yellow
Fantasy	Hot Pink
Historical Fiction	Light Pink
Holiday	Dark Purple

Humor	Orange
Mystery	Tan
Poetry	Light Blue
Realistic Fiction	White

Phase 2: Gathering Data after Genreification

In the second (final) phase, the students were observed using the genreified collection, and they again rated their self-efficacy. Students also participated in a second interview in which they were asked the same questions as in the first interview, but also asked questions that focused on the new organization of the fiction collection.

DATA COLLECTION TOOLS AND PROCESS

Figure 1 provides an overview of the data collection methods used for each research question based on Mills' research action data collection techniques.

Research Questions	Data Source 1	Data Source 2	Data Source 3
How does a genreified fiction collection affect time spent finding books?	Observation (qualitative)	Interviews (qualitative)	Maps (qualitative)
How does genreifying the fiction collection affect students' self-efficacy when selecting books to read?	Observation (qualitative)	Likert scale (quantitative) interview (qualitative)	Field notes (qualitative)

Figure 1. Summary of data collection methods used for each research question.

To increase reliability of the results for Research Question One, observation, interviews, and maps were used to triangulate the data collection methods as described by Geoffrey E. Mills (2018). Titles were selected at random based on visibility during observation periods. Five students were observed locating these titles and a book to read for pleasure while field notes were taken and cross-checked with an observation checklist (see observation checklist in

Appendix A) as the participating students used the collection. Time spent looking for books was logged. I also observed whether the student was successful in locating a book that the student wanted to read. Maps were used to give context to the location of specific books during the observation periods. Measured observations were conducted before and after genrefication took place in the school library.

For Research Question Two, I developed a Likert rating scale (see Appendix B) then conducted an interview with participating students before and after genrefication, and field notes were made to help me determine student self-efficacy in the library. The rating scale was piloted by a student before being used by other students. I then observed student behavior in the library and determined if students can locate desired titles they wanted to read. The level of students' reported satisfaction in both phases of the study were compared with field notes to verify findings.

The interview questions were created for use in this case study. (The interview was piloted and approved by a non-participating student.) Interview questions are listed in Appendix C, and student responses prior to genrefication of the fiction collection are in Appendix D. Participants' responses to the questions asked during the second interview are in Appendix E.

DATA ANALYSIS

The data in this study was analyzed using descriptive statistics. The findings were analyzed to determine if students could use a genrefied collection more quickly than before genrefication and if students' library self-efficacy improved after genrefication. Averages of student's time spent in looking for a book measured before and after the intervention were compared, as well as how students rated their self-efficacy before and after the genrefication. In addition, data from an observation checklist was analyzed to compare changes in library browsing usage before and after the intervention. A map was also used to track students' usage when locating books.

Interviews with students were also analyzed to understand the emotional and cognitive effects of the genrefication. An educator colleague and I used a deductive coding process to analyze the interview responses. Participants' responses to the interview questions were examined for positive, neutral, or negative comments regarding students' perceptions of their self-efficacy in the library. This coding was done after all the data was collected. Repetition of codes was calculated and averaged to be compared with pre- and post-intervention responses.

VALIDITY OF RESEARCH INSTRUMENTS

This study used several measures to ensure validity. First, consistency in instrumentation enabled validity. Keeping the questions consistent for each student's interview ensured that the information obtained was gathered by means of the same collection method for each individual student (Parsons and Brown 2002). Also, this study used a mixed-method data collection design that included both quantitative and qualitative methods of data collection, permitting a triangulation that gives additional credibility to this study (Mills 2018). This method of triangulation was used to cross-check the information as seen in the various data collection instruments and validate the data because it comes from multiple sources. Credibility is also proved through the collection of raw data in a chart during the evaluation, plotting where the students went in their search for a book in a genrefied and pre-genrefied collection (see figures 5 and 6).

Findings

The findings show that students' self-efficacy and library perception showed a positive increase as students were able to independently locate books on their own using library skills and intuition after the intervention (see figure 2). Before the intervention, six positive responses were coded. Some examples of positive comments before the fiction collection was genrefied included "I felt grown-up [when using the library]" and "I felt excited to learn new stuff." Fifteen negative responses were coded before genrefication. Some examples of negative comments were "[searching for a book] felt like it took a long time" and "I was watching other students for ideas." (All pre-intervention interview responses are in Appendix D.)

After the intervention, thirty-five positive responses were coded. Some examples of these comments were "It was good, I loved it!" and "I want to do it more and look for more books." Five negative responses were coded after the genrefication. These included "I couldn't find the book I was looking for at first" and "the switched locations made it hard." After completing a post-intervention interview, some of the students wished to continue searching for more books because they had so much fun locating and reading books themselves as well as helping other students find a book. (All post-intervention responses are in Appendix E.)

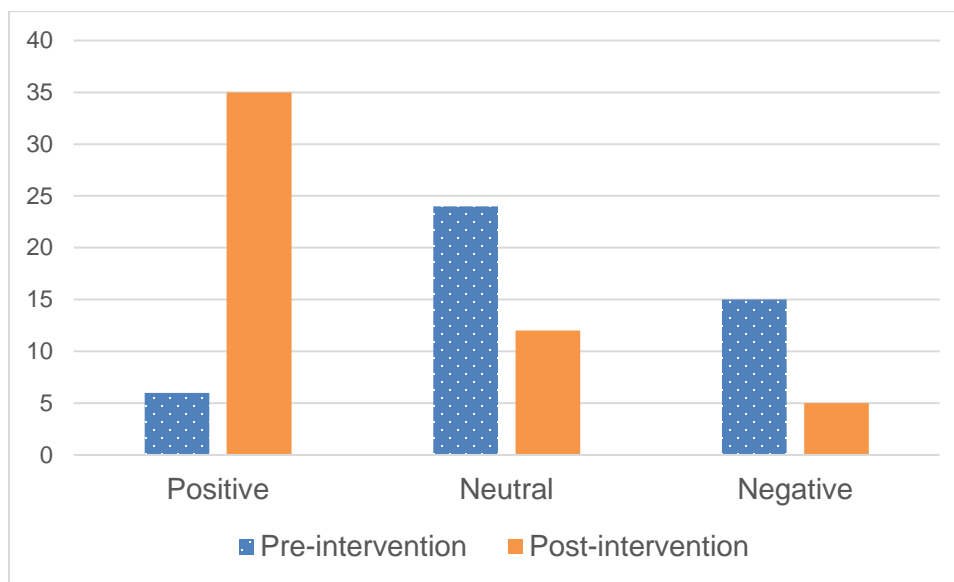


Figure 2. Self-efficacy interview data.

Students were given a task to find a certain title, observed, and timed for Research Question One. Prior to the intervention, students were able to find a book in an average of eight minutes and thirty seconds. After the intervention, the student average for locating a book decreased to five minutes and thirty seconds. The average time spent searching for a title dramatically decreased after the intervention (see figure 3). Students were pleased with their results after the intervention.

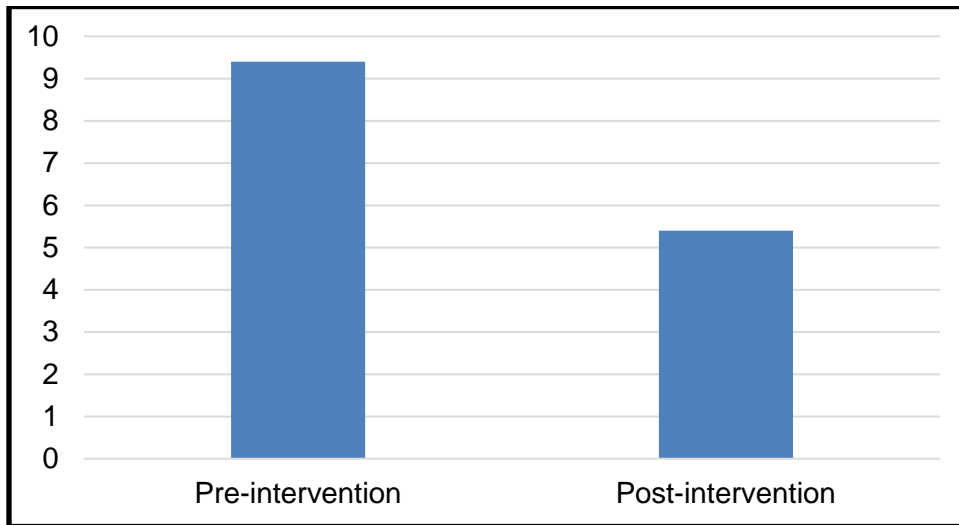


Figure 3. Average time (in minutes) spent searching for a book.

Based on the results from participants pre- and post-intervention use of the Likert scale (see figure 4), the students rated themselves as more satisfied with their search time after the genrefication. One of the participants struggled with the new book locations due to the new genrefied organization, a circumstance that affected the results. While a radical change in satisfaction was not indicated during this study, the number of limited participants suggests that the change could have been greater had the number of participants been larger.

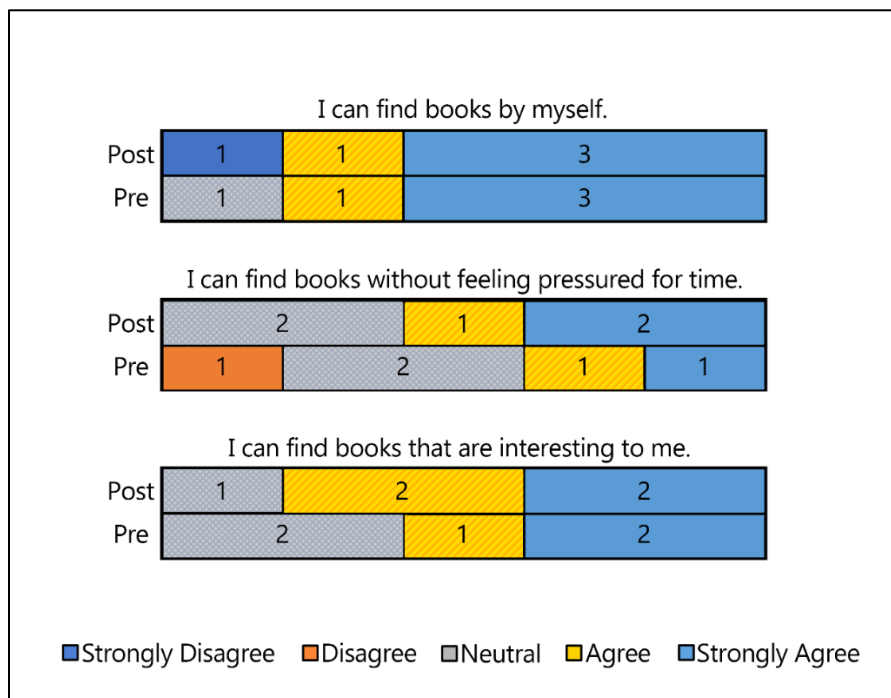


Figure 4. Self-efficacy Likert scale results.

Students were observed while they were searching for a book that they wanted to read to answer Research Question Two. Students browsed the collection looking for an appealing title. While observing students' searches, I marked a map to document each "stop" that a student made (see figure 5). Before the genrefication intervention, students moved around the library making multiple stops before finding a title they wanted to read.

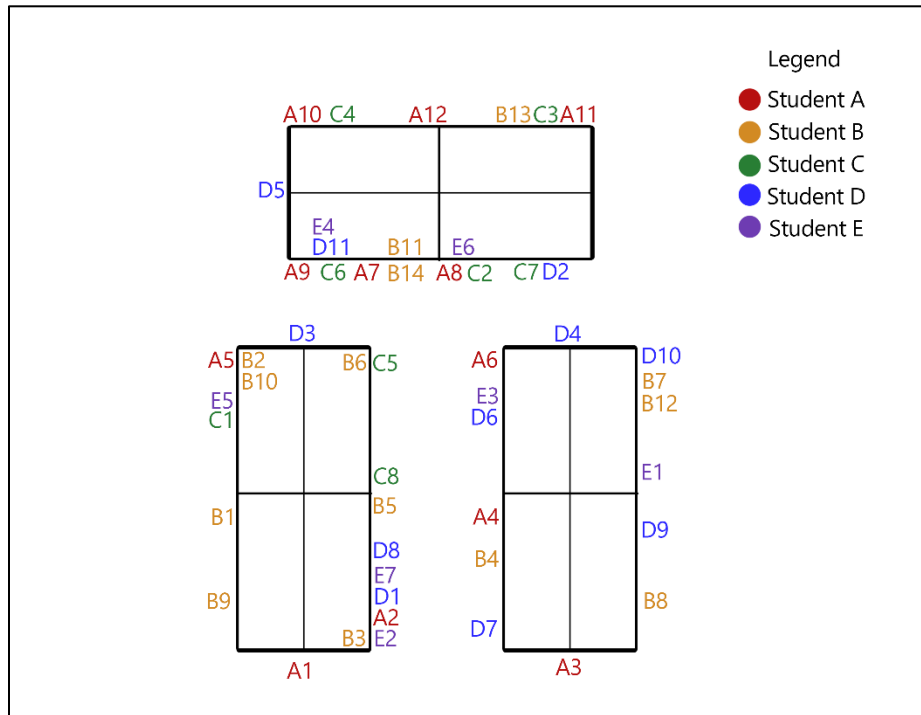


Figure 5. Pre-intervention map of stops students made while searching.

After the genrefication, students still moved around the library, but they moved to fewer locations, presumably because of the new organization (see figure 6). Students spent less time searching for a title they wanted to read, and as a whole, were able to locate their book within one section of the library instead of searching many locations at random. The number of sequential stops during browsing is lower after the genrefication process.

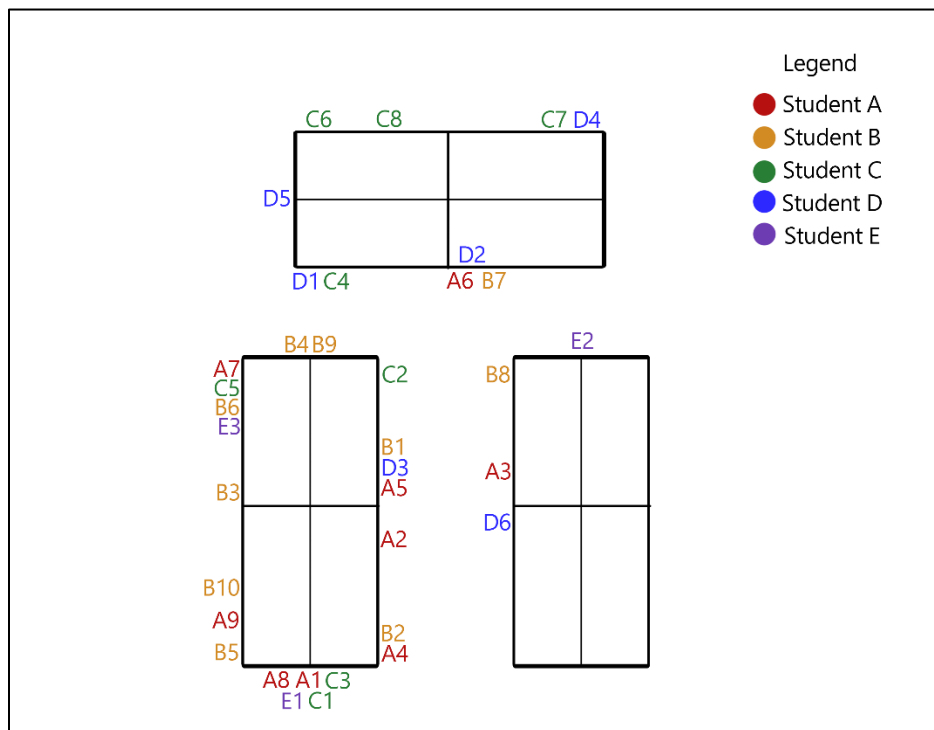


Figure 6. Post-intervention map of students' searches.

Discussion

A genrefied collection helps students locate books more quickly and easily, as also shown by Stephanie Sweeney (2013) and Sheri Weber (2018). In this case study, multiple students were able to cut over half of their search time after the fiction collection was organized into genres.

Students' self-efficacy improved after the intervention because they felt more confident in their abilities to find books on their own and to help other students locate books. This finding supports the idea expressed by R. Grover (2017), Julie Hembree (2013), and Robin H. Boltz (2007): genrefied collections support student self-sufficiency. After completing the final interview, some students asked me for more titles so they could continue locating books in the new organization, a circumstance that validates some students' stated opinions that they enjoyed using the library after it underwent genrefication. Students emphasized that they greatly appreciated that each genre was color-coded, helping them locate the various genres more efficiently. Moeller and Becnel's study confirms that grouping by genre and using visuals has helped students locate books with greater ease (2019).

IMPLICATIONS

The findings of this case study limited to a few students in a single school library have several implications that may be of use to other school librarians. While most of the findings in this study were positive after the library was genrefied, there were a few negative comments. Most of these comments were related to the learning curve for using a new system. This result supports the finding of Moeller and Becnel that "the physical organization and visual signage are imperative to the success of genrefication" (Moeller and Becnel 2019). School librarians must

realize some students will not always enjoy an immediate change of book locations, but they will adapt once they are accustomed to the change and understand the genrefied collection.

Recommendations

First, school librarians wishing to genrefy their collections should determine how each genre will be defined. If shelf space is an issue, it may be beneficial to consider merging similarly themed genres together. School librarians can learn the collection as books are processed. The genrefication process would also be a great opportunity for weeding and checking book quality (both for content and condition).

Future steps would include incorporating future fictional reading materials into an appropriate genre upon arrival. Each genre could then be periodically evaluated to see if certain books would be better suited to a different genre, especially if a book is not circulating and learners might seek it in more than one genre. Currently, there are no common systems of genres for school libraries to use other than observing how other libraries genrefy their collections, using recommendations from school library software vendors, or being inspired by genrefication stickers available from library-supply vendors.

Conclusion

Genrefying the children's fiction collection in this library helped students in the study locate books that they wanted to read more quickly and with greater ease. Students were able to dramatically cut their search time after the fiction collection was organized into genres. Self-efficacy increased as students felt more able and confident to use the genrefied library instead of a collection where fiction books were organized by author's last name and had labels that integrated numbers into the author's last name. Genrefication can be a costly, time-consuming process, but the research indicates that the benefits of genrefication outweigh the costs. How can one put a price tag on the love of reading? If genrefication can help bring in all readers, inspire them with confidence to read new genres, share that love with their peers, and improve self-efficacy, it should be genuinely and strategically considered by all school libraries.

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Appendix A: Observation Checklist

1. This checklist was used for Research Question One: How does a genrefied fiction collection affect time spent finding books?

Student Info	Time for locating book	Was the patron successful in locating the “locate” book?	Patron left satisfied with finding a book in allotted time

2. This checklist was used for Research Question Two: How does genrefying the fiction collection affect students’ self-efficacy when selecting books to read?

Student Info	Used library skills	Was the patron successful in locating the “wish” book?	Patron left satisfied with book choice

Appendix B: Self-Efficacy Likert Scale

Below is the Likert scale each participant completed about searching for fiction before and after the fiction collection had been genrefied.

Please circle a number for each statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I can find books by myself	1	2	3	4	5
I can find books without feeling pressured for time	1	2	3	4	5
I can find books that are interesting to me	1	2	3	4	5

Appendix C: Interview Questions

A semi-structured interview with open-ended questions was conducted with each participating student in the library office near the fiction collection. Additional follow-up questions were asked for further clarification as needed. This data collection instrument could cover both research questions in a single session. The first question was designed to be an introductory question to allow students to warm up to answering questions in an interview setting.

- Who did you ask to help you find a book? / Who should be able to find books?
- What made it hard for you to find books?
- Where did you first look for the book?
- Why did you look there?
- How did you come up with that idea to look there? How can others find that in the future?
- What do you like about the new organization and why? [Asked only at post-intervention interview]
- What do you not like about the new organization and why? [Asked only at post-intervention interview]
- How does it [your search for the book] make you feel about using the library?
- Could you find what you were looking for? Why/why not?
- How do you feel about the amount of time you spent looking for a book?
- When it comes to organizing books, what can the library do better?
- Do you have any other ideas or final thoughts?

Appendix D: Interview Responses Prior to Genreification

- Who did you ask to help you find a book? / Who should be able to find books?
Me
Everyone
Kids
Parents (2)
- What made it hard for you to find books?
Because there's other books – I get distracted
Amount of other books – easy to look over titles
Books are not in height order
Titles sound hard and look different
There's a lot of books
- Where did you first look for the book?
I looked for title (3)
I got stuck on other books
I first looked for the sign
 Why did you look there?
I hadn't looked there before
I missed a spot
I asked for hints
I was looking at names
I was watching other students for ideas
- How did you come up with that idea to look there? How can others find that in the future?
I had help from other students
I just went in alphabetical order
I went in order (3)
- ~~• What do you like about the new organization and why? [not applicable to pre-intervention interview]~~
- ~~• What do you not like about the new organization and why? [not applicable to pre-intervention interview]~~
- How does it [your search for the book] make you feel about using the library?
I don't know
I felt excited to learn new stuff

It feels fun (2)

I felt grown up

- Could you find what you were looking for? Why/why not?

Yes, there were a lot of books

Not really – lots of interesting books

Kind of – color of books made a difference

Not really – cover didn't match title and it didn't look like I thought it would

Yes, but it took time

- How do you feel about the amount of time you spent looking for a book?

Frustrated

Good, not bad

It felt like it took a long time

It felt long

I felt bad because the teacher had to wait, but excited when I found the book

- When it comes to organizing books, what can the library do better?

No ideas

Sort by age and color

Split chapter books from picture books [pre-intervention organization style]

Organize by height, color, series, age

Add more space and use thicker books

- Do you have any other ideas or final thoughts?

None (4)

Limit book number on shelves

Appendix E: Interview Responses after Genrefication

The first question (“Who did you ask to help find you a book? / Who should be able to find books?”) was omitted for the second interview since it was an icebreaker to help the student be more comfortable begin the interview. During the second interview, the students did not require this icebreaker as they were excited to begin answering questions.

- What made it hard for you to find books?

It wasn't hard

The switched locations made it hard

The colors on the labels helped

I couldn't find the book I was looking for at first

The library sign helped a lot, it was way easier

- Where did you first look for the book?

I looked at the sign first (3)

I started looking at the colors

I first looked for the title

Why did you look there?

I hadn't looked there before

I missed a spot

I was looking at names and colors

I went by what was on the shelf

I was watching other students for ideas

- How did you come up with that idea to look there? How can others find that in the future?

I had help from [another student]

I just went in alphabetical order

I went in order (3)

- What do you like about the new organization and why?

I liked the new system, having it in the different sections really helped

The colors helped

It was good, I loved it! It helped me get to the books because of the color

It looks more organized

Yes, I liked the new sign and colors

- What do you not like about the new organization and why?

No one had an answer for this question.

- How does it [your search for the book] make you feel about using the library?

Fun (2)

Good, like I can always go here to find books

Good

I want to do it more and look for more books

- Could you find what you were looking for? Why/why not?

Yes (5)

- How do you feel about the amount of time you spent looking for a book?

Good (3)

Good, wasn't long

Good, it was easier than before

- When it comes to organizing books, what can the library do better?

I like it the way it is now

Make shelves taller to see the colors better

Replace older books with new books

Straighten books

Get more books

- Do you have any other ideas or final thoughts?

None (3)

Add more mysteries

Add more decorations

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