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If Rumors Were Horses

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Media Use in the Classroom

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When approached by the editorial staff at ATG to organize a special issue, a number of topics starting running through our heads. “Media Use in the Classroom” was one of many themes considered, and ultimately a general consensus lead to the decision that this is a conversation worth having. The loose term “media,” and everything that falls under the umbrella of the word, has far-reaching effects throughout life as we know it. Mobile connectivity is on the rise, and face-to-face communication is becoming sparse; changing every component in the way we approach learning and instruction.

Once our theme was chosen, the question lingered: Who will we invite to author these articles? How many different perspectives could be offered and what sort of direction could this theme take? And, most importantly, is this topic of interest to librarians and educators alike?

To our delight, these questions were quickly answered — as we approached librarians and educators to author these insightful articles, we found that not only do they find this topic to be of great importance, but they are actively committed to using thoughtful and incisive methods in bringing media and all its many uses and forms into the education space — promoting student use for more productive and active learning in higher education spaces, and also figuring out how librarians and instructors can harness its power in (or sometimes outside of) the classroom.

Media is everywhere. Its infiltration into education spaces is only a natural progression and extension as more and more people interact, contribute, and consume in the “media” space. Online learning platforms, organizations, and social media sites are increasingly available, allowing for widespread connections and sharing of knowledge and experience. But this raises a multitude of interesting questions on moderation, filters, understanding data as we see it, its uses... and so on. In this age of innovation, educators are faced with a new set of challenges to captivate and engage today’s students, while imparting certain sets of information skills. Librarians, as information literacy specialists, are integral in this evolution.

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hew! What a summer it has been. Moving down to work in the Reference offices for four months was actually much better than I had anticipated! We were jammed in together but now we are lonely. Student Computing Support lives in Reference as well and I learned a lot about computer problems and fixes that I didn’t know about. I also learned about all the teaching and interaction with faculty and students that takes place in Reference. You know sometimes we forget about our hard-working colleagues. BUT we are also glad to be back in our own roomy office spaces upstairs. Whew like I said!

We have worked on this issue off and on this summer! It is a good one. Guest edited by Kristen Stauffer and Lindsay Johnson it is about Media Use in the Classroom and includes articles about Multimodal Literacy (Samantha Hines), The Flipped Classroom (Diane Fullkerson), Connecting with Students (Denise A. Garofalo), Extending our Reach (Staci Wilson and Ari Sigal), Patron-Driven Access to Streaming Video (Julie A. DeCesare), and The Library’s Role in Social Networking (Görg Mallia).

Our OpEd is about eBooks and the true interaction with faculty and students that takes place in Reference. You know sometimes we forget about our hard-working colleagues. BUT we are also glad to be back in our own roomy office spaces upstairs. Whew like I said!

We’ve finally sorted through the details of reorganization here at UAB and I put together a blog post with the essentials. Effective September 2015 Scott will put together a blog post with the essentials.  To apply for this position please submit a full curriculum vitae, together with the names of two referees/references by 3rd October 2014 to David Sommer at <David@DavidSommerConsulting.com>. The aim is to appoint the new Project Director by mid-2015 to allow time for a handover from the current incumbent. www.projectcounter.org/

Matthew Ismail who has published several books through Amazon and other platforms has recently turned his energy with a couple of colleagues to do a it yourself video for a student-centered marketing campaign in his library. They have also sent out stills from this video on social media, placed them on sliders on the homepage, designed a huge floor graphic in the library entrance, and more. The long-term goal is to challenge the perception of the library away from being a study hall with lots of intimidating and complex collections to that of a space for collaboration and student success. Here is a link to the 30-second video: http://youtu.be/vad86tEBqwI.

The incredibly resilient Scott Plutchak says he has finally sorted through the details of reorganization at UAB. Scott put together a blog post with the essentials. Effective September 8, Scott will be Director of Digital Data Curation Strategies reporting to the Office of the Provost. Scott says he’s surprised at the number of people who assume he won’t be going to library conferences anymore! He says that is definitely not the case. Given the increasing importance of data curation continued on page 8
tion of practical research skills and learning experiences.

This issue features articles encompassing a broad range of topics, challenges, and studies; examining how librarians are working in the education space, and actively engaging in and facilitating the use of media. Articles cover the relationship between faculty and librarians; how librarians can aid in the creation of effective instructional models; the development of information literacy and uses of video streaming or social media; as well as methods for integrating library resources into the physical classroom and also for distance learners.

These articles represent research and experience from a number of highly-respected professionals in the field who have contributed to a number of scholarly works published by IGI Global as well as numerous other international academic publishers.

Without further ado, we’re proud to present these selected articles for this month’s special issue:

“Multimodal Literacy and Why it Matters: A Brief Overview” authored by Samantha Hines, Head Librarian at Missoula College at the University of Montana, focuses widely on issues surrounding online library services, information literacy instruction, and library middle management. Her piece eloquently tackles an introduction to multimodal literacy: what it is and what it means for librarians and their users, how consumption of multimodal content affects “library land” (we love that term!), and how librarians can move forward and adapt discoverability of these resources in the library.

In “The Flipped Classroom and Media for Library Instruction,” Diane Fulkerson, Director of Information Commons and Assistant Librarian at the University of Florida Sarasota-Manatee, focuses on how new technologies provide librarians with opportunities to enhance their library instruction by incorporating media, and how the flipped classroom model offers the unique solution of pushing for review, self-learning, and discovery outside the classroom, while transforming the classroom into an active and reflective learning and meeting space.

Denise Garofalo, Systems and Catalog Services Librarian at Mount Saint Mary College in Newburgh, NY, reviews information literacy instruction through the lens of the personal librarian pilot program for students in ENG 101 classes in her article, “Connecting with Students: Information Literacy and Personal Librarians.” With a short amount of time and a big amount of drive, the librarians at MSMC were able to assemble a unique experience for English 101 classes, and laid the ground work for future versions of the PL program as well as potential expansion. Her article offers practical reflection and thoughts for the coming years.

Ari Sigal, Reference and Instruction Librarian, and Staci Wilson, Director of Library Services, both from Catawba Valley Community College, continue the conversation of embedded librarianship in “Extending Our Reach: Enhanced Library Instruction in a Community College through Information Literacy Instruction and Embedded Librarianship.” Information literacy and library instruction have become so integral to the contribution of librarians, and especially so for those in academic settings, that they constitute a vital part of a librarian’s professional persona. There is also the consideration of accreditation when developing these types of programs, the need for appropriate assignments, and what is done in class or for distance education students.

In addition to a focus on information literacy and librarians situating themselves directly into the classroom, in “Patron-Driven Access to Streaming Video: Profile of Kanopy Streaming,” Assistant Professor Julie DeCesare of Providence College, provides a thoughtful assessment on the use and collection of video content in education. Her study admits that streaming video is one of the more complicated areas to collect in, but the breadth of content, flexibility of licensing, availability of user tools, and transparency of usage and statistics, although challenging, provide great reward.

And lastly, from the international perspective: “The Library’s Role in Social Networking Site Use in Education” is a terrific piece on the use of social media written by Professor Gorg Mallia, Faculty of Media and Knowledge Sciences, University of Malta, Msida. Traditionally, the library has been the constant referral point in anything related to education. To increase the use of human capital, how can libraries adopt media to become the “Library 2.0” and maintain its place as a resource for the classroom in a media-driven society? How can librarians become “education partners” — working within the context of Web 2.0 applications, particularly SNS, to support formal educators and those who seek informal, independent learning?

Authors’ Note: We thank all of the September special issue authors for sharing their multi-dimensional perspectives on media and the librarian’s role in twenty-first century education, as well as all of this year’s special column contributors. — KS and LJ
The Flipped Classroom…

Endnotes

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and especially this one. Michael attended the Google I/O developer’s conference. Talking about Apple and Amazon and such things, Michael launches into a discussion of IPv6 and the prediction of enough address ranges on the Internet to identify each and every part of everything, how the network will become largely invisible, and stuff that made my head swim! Gosh! Read this and learn! http://www.powells.com/biblio/978158217

The diligent Nancy K. Herther has done an incredible job writing an essay on Streaming Video’s Meteoric Rise in the Library/Education Market. The article does an excellent job of discussing issues, trends, future directions, players in the marketplace, etc. It was just posted on the ATG NewsChannel www.against-the-grain.com.

Speaking of streaming, in this September issue, don’t miss (p.28, “Patron-Driven Access to Streaming Video: Profile of Kanopy Streaming”) by Julie A. DeCesare.

Speaking of Nancy Herther (she will be in Charleston!) did you see the Alibaba articles that she posted recently? I note that the IPO is expected this month. Maybe some competition for Amazon? www.against-the-grain.com

IMLS, has awarded OCLC a grant to continue work helping libraries support health information initiatives in their communities. In July 2013, OCLC received an IMLS grant to increase libraries’ ability to respond to customer health information needs, launching the “Health Happens in Libraries” program. IMLS is supporting an expansion of that effort continued on page 23
Robots in Academic Libraries: Advancements in Library Automation

Connecting With Students ...
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... to use the databases. It came in handy when I wrote my research papers.”

We also polled the teaching faculty for their opinion on our PL pilot. They shared that:

• Calling a librarian our “personal librarian” appealed to the students and they seemed more inclined to seek that person out for help.
• I would like to see more integration of tutorial lessons into class lessons.
• I plan to do more in class to make use of the tutorials.
• I think that getting started on the tutorials right away was good, and the coordination of the class visit on databases was effective.
• I noticed that some of my students did find high-quality Websites for their research, which made me think that emphasizing smart Websource evaluation work well with this generation of students.

The librarians provided opinion and insight on the pilot, too:

• The online tutorials kept our time commitment to the PL program from overwhelming us and allowed us to have time to continue BI [bibliographic instruction] sessions in classes other than the PL ENG 101 classes.
• The time, or lack thereof, we were given for implementation.
• Consistency in content that the teaching faculty cover.

Overall, we successfully integrated technology into our delivery of information literacy instruction content to our freshmen in ENG 101. We achieved an increase in research consultations, and we established collaborative relationships with the teaching faculty in our Arts and Letters Division. Faculty in other disciplines across campus expressed their desire for a personal librarian for their classes. We plan to build on this successful pilot as we create new online tutorials and expand into the College’s FYE program in the Fall 2014 semester.

Additional research from Denise Garofalo on libraries, technology, and the academic environment appears in the IGI Global publication, Robots in Academic Libraries: Advancements in Library Automation.

Works Cited


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with a $199,050 grant to OCLC. OCLC, with its partner ZeroDivide, will develop additional resources for individual libraries to highlight ways they can lead or support health initiatives.

“A recent IMLS study showed that an estimated 37 percent of library computer users — 28 million people — use library computers and seek assistance from librarians for health and wellness issues, including learning about medical conditions, finding health care providers, and assessing health insurance options,” said IMLS Director Susan H. Hildreth. “This grant will enable OCLC to explore some new directions for their work, which has already helped so many people make more informed decisions about their healthcare.” www.imls.gov

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than they are in electronic ones. No one knows for sure whether the difference is owing to this very new way of reading, or to some hardwired make-up in our brains. Some researchers (http://bit.ly/1dBCtsw, and more controversially, http://wapo.st/1gBCWkt) tell us that reading on a screen simply drains our brains of all mental energy to comprehend. Apparently we exhaust ourselves just getting through the material and therefore forget what we’ve read. Certainly, there are too many distractions in Web-based texts that cause us to lose our focus.

Additionally, we have read for the last millennium with a light over our shoulders. Now we’re telling our brains it will be directly in our eyes, however faint that light may be. We are discovering the switch to be a little more difficult than we anticipated, and some of us simply cannot make the switch at all without headaches, eyestrain, vertigo, and more. We are also finding that those who read electronically first cannot easily make the switch to a print environment very easily at all, while those who learn to read in print first, make the switch, \textit{ceteris paribus}, just fine.

So, is the era of eBooks over? Hardly. But changes will have to come to solidify their place in the reading pantheon. Doubtless those changes will come, but we aren’t there just yet. Meanwhile, libraries continue to purchase eBooks because vendors make them altogether too fiscally attractive to ignore. It would take a medium-sized library about a decade and a half to purchase 100,000 print books, assuming they had space for them (most do not). In one year, any library can purchase that many eBooks for about thirty cents each and make them available to readers in 48 hours or less.

We are well on our way to eBook paradise, but it will take longer to get there than any of us imagined. Until we sort out all of these things, however, you shouldn’t burn that library card.

Libraries are not obsolete after all, and I for one hope they never become so, regardless of the changes that are surely to come, not just with eBooks, but with all library services.

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causing a stir. Julia Gelfand tells me that she encountered Jim Neal at IFLA who is writing a piece about the report. Julia writes that “early feedback is that the report is brilliant when in fact it fails to address true innovation.” I hope that Julia will be in Charleston to talk about this.


Speaking of talking in Charleston — Just got an email from Chuck Hamaker who is not getting older, he’s getting better! Chuck says that he has had a really interesting and very good experience with a textbook and the American Society for Microbiology which is the oldest and largest single life science membership organization in the world (began in 1899. It now has over 39,000 members). The youthful and with it Martha Whittaker is the ASMscience Platform Product Manager. Martha is a long-time friend to all of us! As you know, Chuck has been into textbook pricing. Anyway, Chuck relates that “Last spring, two of our faculty indicated they wanted to use the textbook Scientific Integrity for four graduate sections they were teaching. ASM was coming out with a new edition in July of this year. With a referral from Martha, Chuck contacted Christine B. Charlip, Director, ASM Press, and they were able to negotiate a price based on enrollment for one year of enrollment. ASM provided a deeply discounted per student rate for the title as an eBook that could be mounted for the campus.

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collections and even staffs when geographical propinquity allows. Public and academic collaborations, now more than a decade old, have caught on in other countries but more slowly here in the U.S.

Libraries are also looking more carefully at collaborative space sharing, combining the library with other academic spaces on campus. New library buildings, if they are being built at all, often include shared spaces with IT, writing labs, technology rooms, and so on. Again, not any of these things are new, but they are getting new looks as universities work hard to get better returns on investment.

Collaborating is also beginning to take place even within the library, but this may be the most difficult of all collaborations to effect. For most of my career, libraries were thought of in terms of public and technical services. Sometimes archives were added to the mix. Today, however, more and more libraries are breaking down these barriers and removing the divisions. Acquisitions units are taking over more of copy cataloging while cataloging proper is headed toward more original cataloging endemic to that library. Public services personnel are no longer tied to the reference desk (if it still exists), but expanding their roles into on-campus labs, dormitories, and faculty classrooms.

Less common but not unheard of are makerspaces (or fablabs, hackerspaces) in academic libraries. These are places where anyone can come in and with others try out new things using tools, software, networks, technologies — you name it, to create whatever it is they wish to create. In any event, it is a place where collaboration can take place.

None of these collaborations take place by themselves. They require good leadership and someone willing to push them forward over the rough spots. It’s easy to make a mess of them, hard to make them successful. As mentioned above, making collaboration take place in the library is often the most difficult of all because so many of the people working there have been there for decades. Making these collaborations work means asking them to do something completely different from what they have been doing for years. Most will adapt to the changes but need to be ushered into them.

I don’t know about orange being the new black. I would hate to think that what I saw in the five minutes of the show I watched will soon become the norm! But collaboration, as far as libraries go, really is the new black. It will soon be as commonplace as p-slips once were. Let’s embrace it while we can.

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The university agreed to the purchase, a single permanent purchase that allows use of the textbook for as long as the faculty want to use it. The faculty had been using the previous edition which had not changed for almost ten years. So they bought the book, assuming the campus would use it with no use restrictions for the foreseeable future, though they only paid one year’s worth of per student costs. Chuck says that Christine wants to follow up to get the word out. This price, paying the first year of discounted use means several things. The Publisher gets the full benefit of a complete year worth of student dollars. The book was put in Moodle for one class and on eReserves for the other class.” Hooray! Christine and Martha and Chuck will be attending the Charleston Conference this year and since this is a very new development, Chuck thought we’d be interested. There will be several pertinent presentations in Charleston about textbooks and the November print issue of ATG will be guest edited by Charles Lyons on “Library Roles with Textbook Affordability.” Coming soon!

http://2014charlestonconference.sched.org

See you in November and earlier on the ATG NewsChannel! www.against-the-grain.com/