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Media Use in the Classroom

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Against the Grain

“Linking Publishers, Vendors and Librarians”

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Media Use in the Classroom

by **Kristen Stauffer** (Library Relations Coordinator, IGI Global) <kstauffer@igi-global.com>

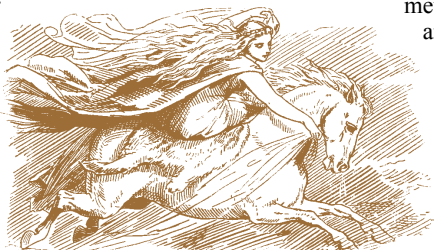
and **Lindsay Johnston** (Managing Director, IGI Global) <ljohnston@igi-global.com>

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 instruc-



tors 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 evolu-

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If Rumors Were Horses

Versions of some of these Rumors appeared in the weekly online Rumors. Are you watching them? Check them out at the *ATG NewsChannel*. www.against-the-grain.com/

There have been several announcements of the search for the **Project COUNTER Project Director of Counter Online Metrics**. The amazingly energetic, astute, and calm **Peter Shepherd** was the driving force behind COUNTER and has led COUNTER (**Counting Online Usage of Networked Electronic Resources**) since 2003. Peter has been instrumental in making COUNTER a well-respected organization in library and publishing. Re-

member when we didn’t have organized usage statistics? **Katherine Perry** the executive director of **VIVA** is the Chair of the Search Committee. **Peter** has been associated with the **Charleston Conference** probably as long as I have. (*and please note that I am not retiring, Peter, so I hope you aren’t either!*) He worked for **Elsevier** for many years before he started **Project COUNTER**. You may remember that **Peter** ran a preconference in **Charleston**



to celebrate the ten-year anniversary of **Project COUNTER** several years ago. There were over 100 people there! See the job ad in the **ATG Job Bank: Project Director of Counter Online Met-**

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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 personae. 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**, Malta. 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

Rumors from page 8

Relevant — "This crisis is most stark for libraries that collect music recordings. Online distribution networks — such as **Amazon's MP3 Store**, **Apple's iTunes**, and **Google's Play** — are quickly becoming the only outlets to purchase music." In order to confront this, the **University of Washington Libraries (UW)** and the **Music Library Association (MLA)** are in the process of conducting an **IMLS funded project titled, "National Forum on Online-Only Music: 21st Century Sound Recording Collection in Crisis."** As part of this project expert consultants will be hired, there will be three National Forum meetings, and the group will be developing approaches to the issues including a licensing scenario by which libraries may purchase and provide access to online-only music. The meetings will bring together stakeholders who possess complementary perspectives on the issue, librarians, music industry representatives, online distributors, music publicists, attorneys,

policy experts, scholars and other library users. By working together in a collaborative atmosphere, they aim to hone strategies for moving forward and, it is hoped, negotiate a solution whereby libraries can purchase, own, and provide access to online-only distributed titles. <http://guides.lib.washington.edu/imls2014>

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