

Agenda - NCSU Hunt Library, 5/21/2013

AGENDA

I. 9:00-9:30 - Arrivals

II. 9:30-10:15 - Campus Sharing -- introductions and brief instruction and technology related updates. Please plan to share no more than 3 major highlights per library.

WAKE

- Lauren Pressley -- now at Virginia Tech, splitting into two positions - one paraprofessional library coordinator position (just hired, starting in July) and one instruction librarian position (about to hire)
- working on textbook
- working on increasing international student population and first-generation student population

NCSU

- working on website redesign and overhaul of space in College of Ed
- working on Hunt on 24/5 model which has been challenge
- working on layering on workshops and services for high-end tech spaces like MakerSpace, etc.
- trying to expand MakerSpace service past engineering faculty and students -- have done lots of transactions but have been almost exclusively engineering faculty
- working on multi-modal tech and instruction support -- working to effectively communicate support to faculty -- how to cite video and find video, etc.
- in instruction and elearning: lost some FTE to Hunt and so prepared for decrease in face-to-face instruction -- faculty responded and requested instruction early
- reduced staffing on scavenger hunts from 2 to 1
- brought on evening position
- still working on moving past LOBO -- will be replacing LOBO
- working on tutorial: "From lab to the library" -- explaining background of a journal article
- working on tutorial: "Picking our topic IS research"
- changing orientation Wolfpack Welcome day to mobile tour of Hill Library

UNC

"Test drive your assignment" -- faculty bring assignments
doing more with technology -- Mozilla tool to build projects -- are working to make

design lab more integrated

Personal Librarian program -- Suchi is spearheading

Duke

- UX reorganization / Hannah Rozear's position
- website redesign
- 13 MOOCs at Duke

NCCU

- revamping reference area to integrate more technology (ipads) and furniture into area
- first female Chancellor at NCCU
- extending hours to 24-5 schedule

Salem

- making Libraries Moodle course
- Elizabeth is new Dean of Libraries

Alamance Community College

- working on LibGuides for courses and video content to accommodate distance ed students
- working with faculty to embed in online classes

High Point

- created branch service point for education center
- info literacy modules
- university website is moving to Wordpress
- added ILLiad for DocDel
- adding media -- run media center and offer high quality printing services; do media instruction for students and faculty -- bought BiblioBoard
- working on inter-institutional grant to work with faculty to integrate instructional technology into classroom

UNC-G

- switching over to WMS -- OCLC product for ILS, already on WorldCat Local
- started Digital Media Commons -- Beth will be Interim Head of DMC -- led 3-day hands-on event for faculty who will be teaching online -- walked them through process of backward design -- helping faculty develop courses from ground up
- will be revamping website this summer -- will start with usability this summer

- amping up services for embedded librarianship -- will be teaching credit-bearing courses
- four searches going on at UNC-G

III. 10:15 - 11:15 - 7 Minute Lightning Talks + Q and A

- **ZSRx: The Cure for the Common Web** - Kyle Denlinger (Wake Forest University)
 - built 4-week online literacy course, targeted to parents and alumni
 - registered 713 attendees from 6 continents and 23 states
 - built in Google Sites -- used Google Forms for pre-surveys and post-surveys
 - integrated Ted Talks and other freely available resources -- free except for Kyle's time
 - gave more content than they could get through in one week and encouraged them to focus on one thing and then contribute to the discussion boards based on their work
 - taught searching in general, not just Google
 - how much time? -- spent 2 months building it, running it took a lot of time at beginning but then spent 2 hours a day for 4 weeks of course
 - didn't focus on completion rates -- participation was steady throughout
 - have created a template for course: bit.ly/zsrx_template to build your own MOOC
 - have documentation in shared Google Drive folder
 - will do more -- one for parents of Wake students, one for genealogy, one for medical research, etc.
- [User Experience Web Redesign](#) - Emily Daly (Duke University)
 - see slides, and feel free to ask Emily if you have questions! :)
- [LIB 100 Course Templates](#) - Joy Gambill (Wake Forest University)
 - 2003: 1-hour credit course -- now teach 14 sections each semester
 - started with template and over years, people have gone in different directions
 - Fall 2012 went to 1.5 hour credit, template was revised and updated to include more content
 - geared toward active learning
 - interviewed people who were teaching courses to find out what worked best
 - use Sakai course that is open access -- suggestions and ideas for teaching Lib100
 - syllabus and class sessions shows info for all sessions, including projects
 - look at course site for project ideas for Educ 390 -- Plagiarism tutorial, "creating a research question"

- check out sites.google.com/a/wfu.edu/lib100-course-template/

- [Guided Literacy Demo](#) - Kerri Brown-Parker (NCSU College of Education Media Center)

- former high school librarian

- uses Learnest (like Pinterest for academic tools) -- found SubText and Gobbstopper -- both are guided reading/guided literacy tools -- put readings in tools and then deploy them to classes -- embed questions and notes in readings and then have students interact readings

- SubText for ipads only (distribute a few ipads to class for use in groups, etc.)

- can embed polls -- combines clickers with readings -- all in one app/tool -- can track progress of students; can also have students work in groups on readings/questions

- Gobbstopper - more high school-friendly, includes open access novels

For info lit. sessions:

- embed questions in articles through SubText to see how students are engaging with texts -- include questions/concerns/thoughts for discussion in articles

- consider these quick tools to monitor how students are learning

- give students a link to SubText and a code for them to add once they get to SubText -- students just need a gmail account in order to access SubText

- Blackboard Info Literacy Modules - Kathy Shields (High Point University)

- involved in English department

- realized one-shot wasn't working for students, Kathy herself did 137 sessions in one year, can't sustain

- decided to put research skills/info literacy in modules -- focused on assignments like developing your topic, using the library catalog and databases, etc. -- self-paced and self-graded

- 600 students enrolled in comp classes each fall - can go in any order they like -- mix of their own content and others' content

- created modules in sandbox, instructional technologist pushed modules to all involved faculty

- got IRB approval to analyze students' papers based on those who took module and those who did not

- used this to supplement face-to-face instruction, NOT in place -- used these as flipping are classroom model -- cut out on teaching the mechanics of the catalog/etc. in class -- spent class time focusing on problems students had

- thinking about doing something like this for next level of English -- English 2200

- will look into making modules Blackboard publicly available

- Kathy is not enrolled in every Bb site that includes content -- only a TA in four courses

IV. 11:15 - 12:15 - breakout discussions - tbd

V. 12:15 - 1:00 - lunch and discussion

VI. 1:00 - 2:00/2:30 - Hunt Library tour