

Memo
Keiko Minami-Page
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**Remote Possibilities:
Serving students and faculty near and far**

CLAMS 2010 Spring Conference, May 20-21
Green River Community College
Kent Campus @ Kent Station
Kent, Washington

The 2010 Spring Conference of CLAMS (College Librarians & Media Specialists) was jointly sponsored by the Library Media Directors Council (LMDC). The Kent campus of the Green River Community College is a brand new building at the edge of the downtown shopping mall. Their main campus and the college library are both in Auburn, Washington. The main theme of the conference was to seek ways to better serve the students and faculty at a distance. CLAMS librarians from all over Washington State gathered to learn of new developments and ideas in operating the library and literacy instruction for their distant learners.

First day

The featured presenter was Online Resources Consultant, Mr. Ahniwa Ferrari, Library Development of the Washington State Library. Introducing various gadgets and programs in the lecture (Animoto, Elluminate¹, Google Voice², and a list of free tools³), what he stressed most was that the librarians needed to “clone” themselves, by using these technologies effectively, i.e., to be available in many facets and via video record instructions that will be available to many students. The use of Facebook, Twitter, YouTube, Flickr, 24/7 chat reference and/or SMS reference was highly encouraged. He also discussed the building of resource guides (LibGuides, etc.), FAQ, and screencasts, as well as offering browsers alternate to the Internet Explorer. Finally, he advised the librarians to make their services visible (i.e., Embeds chat service in the library catalog or resource guides).

¹ Elluminate vroom. <http://www.learncentral.org/user/vroomreg>

² Google voice. <http://www.google.com/googlevoice/about.html>

³ 13 Ways (and 147 Tools) to Help Your Library Save Money on Technology
<http://librarianinblack.net/librarianinblack/2010/01/tech.html>

The members agreed that the dominant problem is the time to maintain all these services up to date and that the libraries have to employ the services that are sustainable for their unique situations. I thought that BC might benefit from creating or adapting some short screencasts in database instruction, i.e., EBSCOhost and ProQuest.

The second part of the afternoon was a discussion of various problems that the librarians face everyday. Topics included films on demand (to be used as faculty's instructional resources instead of students' supplemental resources) and how to deal with the porn viewers in the libraries. It was interesting to hear what problems the librarians face in everyday operation. It was apparent that the problems vary depending on the location as well as the use policy.

Second day

1. LMDC

A member reported on recent activities of LMDC (Library and Media Directors' Council) of Washington State⁴, of which Myra Van Vactor of Bellevue Library Media Center Director is a member. The "21st Century Library Project" was to purchase databases statewide as a comprehensive package, so that the students' search options do not depend on the school they happen to belong. She shared some numbers, such as Orbis journal fee on an Excel spreadsheet and reported the discussions on the "core (purchased by all)" and "specialty (purchased by certain libraries)". She also mentioned the "1946 taskforce," the purpose of which is to promote collaboration in utilizing common and ubiquitous resources among Washington's technical and community colleges.

2. CLAMS' internal business including election of the board members

In a discussion of how to accomplish a higher attendance by members from Eastern Washington, several possibilities were discussed: compensations for the long distance attendees (mileage, hotel, or conference registration). The members agreed that changing the location to the place from which most of members are farthest is the most impractical solution.

⁴ Library and Media Directors' Council of Washington State. <http://www.cis.ctc.edu/pub/groups/lmdc/default.htm>

3. A workshop with Kenneth D. Crews from the Copyright Advisory Office of Columbia University, November 5, 2010

He is a strong advocate of the fair use of copyrighted materials. This workshop is mainly for the Community College librarians and faculty but will later be promoted to the University librarians and faculties, too.

4. LSTA Grant for Information Literacy in Washington Community and Technical Colleges

Lynn from Seattle Central Community College reported on the upcoming Summer Workshop (Getting Embed and Going Hybrid: Learning new tools for e-teaching) and PILR (Pre-college Information Literacy: A study of pre-college students') team.

5. Presentations by Members

A. English 102 (Cascadia Community College)

Using a course management system ANGEL, Kathleen and Beth have developed an effective information literacy program for English 102, while maintaining effective working relationships with the instructors. These librarians developed assignments and teach to narrow topics, finding effective keywords to locate sources and evaluating these sources. They take the time to grade the assignments and also assist with annotated bibliographies. One class may include up to one hour a week instruction by librarians.

I recognized ANGEL as a completely separate system from Blackboard, but according to the ANGEL Learning website⁵, their new Management Suite 7.4 is a collaborative system of ANGEL and Blackboard. BC currently employs Blackboard for the online instructions.

B. Creating Connection with Faculty (Lower Columbia Community College)

Andrea presented how they have revitalized their underused library into a popular gathering place for study and research. Their traffic headcount tripled after they created a collection development committee that includes faculty, the

⁵ Blackboard learn+ ANGEL edition. <http://www.blackboard.com/Teaching-Learning/Learn-Resources/ANGEL-Edition.aspx>

department liaisons (sending emails for suggestions, attending quarterly meetings), and a lunchroom librarian that turned out to be more effective to attract faculty than students. The librarians increased contact with faculty members by offering a short instruction in the classes (promotion of the library and literacy information sessions by personal conversation and/or bookmarks). i.e., Database for GED, basic instruction for computers, creating subject guides, etc.

I was amazed by her energy and the effectiveness of the approach during her presentation. However, after the conference, she surprised me more by telling me that she has been trying to promote the library for many years without much success, until a new director came to her college. I see that it takes significant leadership supported by a very eager and energetic librarian to make a difference!

C. Isn't it Delicious? Using Delicious for Library Resources and Beyond (Lake Washington Technical College)

Cheyenne and Heather utilized Delicious to build a system for an easy-update of their course-specific library repository. They bookmarked websites, various library resources, various types of documents including PDF, MS Word, PowerPoint slides, videos and audio on Delicious, then, embedded the "link rolls" in the course website. This allows automatic updates of their website based on any change of Delicious bookmark page. Many librarians, including Nicole from BC seemed to like the idea.

Cheyenne and Heather also invited CLAMS members to make use of the green screen that they purchased to take creative and personalized video shots.

D. IRIS Tutorial& Communication Studies (Highline community College)

E. IRIS Tutorial Workarounds (Whatcom Community College)

Both librarians utilize IRIS 4-2⁶, the online tutorials that were designed to help the students in two-year colleges learn literacy skills. The project was funded by the Distance Learning Council of Washington in 2007-2008. The creator of the

⁶ IRIS 4-2. Information & Research Instruction Suite for 2-year colleges.
<http://www.clark.edu/Library/iris/index.shtml>

program adapted many ideas and images from TILT, The Texas Information Literacy Tutorial, thus, the distribution of materials has to follow the TILT Open Publication License (<http://tilt.lib.utsystem.edu/yourtilt/>)⁷.

Deborah presented her use of IRIS 4-2 with a speech class at Highline, focusing on topics of plagiarism and use of the scholarly journals. On the tutorials she designed, she added a photograph such as a person showing “air quotes” so that her ESL students can clearly understand what they are. The use of “air quotes” is not appropriate in speeches.

At Whatcom, Sally created a resource sharing Wiki to adapt the IRIS 4-2 tutorials.

F. Information Lunacy (Spokane Community College)

Linda integrates her information literacy instructions into regular curriculums by creating the program jointly with the faculty. To build the module, they created a rubric in which they placed post-it notes to explore the topics (i.e. citation, credibility of resources, etc.). With one hour of library time per week for eleven weeks, she can have the students debate how to use the sources appropriately. I think they are fortunate to be able to schedule the classes in that way because such learner-centered instruction offers a much better chance for students to understand and remember about plagiarism than in a five minutes lecture.

In summary, attending and presenting in a small conference such as CLAMS seems very beneficial to the work of librarians. It was a place to learn how other local libraries in a comparable size are operating, to reflect on their own methods, and to be inspired to find ways to improve and collaborate the processes. The librarians communicated about their concerns, successes, ambitions, and hopes in a very friendly environment. It was a very energizing and enjoyable experience for me.

⁷ IRIS 4-2. Information & Research Instruction Suite for 2-year colleges.
<http://www.clark.edu/Library/iris/index.shtml>

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