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Mi Casa Es Su Casa: Supporting Student-Created, Collaborative Learning Environments with LibGuides CMS

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Mi Casa Es Su Casa: Supporting Student-Created, Collaborative Learning Environments with LibGuides CMS

Jeffrey M. Mortimore
Ruth L. Baker

Agenda

- Content Creation, Collaboration, and the Frames
 - LibGuides CMS - Expanded support for patron-led content creation & faculty/librarian collaboration
 - The Six Frames - put threshold concepts into practice
- Two Applications
 - First-Year Writing - Mystory
 - Digital Humanities - Student Portfolios
- Nuts & Bolts
 - Implementation
 - Access control
 - Privacy
 - Information Ethics & Use
- Concluding Thoughts & References

Student-Created, Collaborative Work Environments & the Framework for Information Literacy

The 6 Frames

- **Authority Is Constructed and Contextual**
- **Information Creation as a Process**
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Putting framework concepts into practice:

- Students as content creators
- Adapted to needs of classes (learning communities)
- Multiple literacies, particularly visual literacy, were addressed
- Representation of self (metacognition) for different audiences (communities)

English 1102: Mystory “Visual Essays”

Students as Content Creators:

- Synthesized personal, reflexive and analytical writing (‘electracy’)
- Experienced a shortened learning curve for optimum engagement
- Had privacy ensured: pages were password protected to address privacy concerns

The screenshot shows a library website for Georgia Southern University, ZACH S. HENDERSON LIBRARY. The page is titled "Mystory" and features a "Mystery - Community" section. On the left, there is a navigation menu with links to Home, Mystory, and various other resources. The main content area includes a "WELCOME TO CAIRO" sign, a paragraph of text about the town's history, and a "PURE SOUTHERN HANGOVER BRAND PURE GEORGIA CANE SYRUP" label.

WELCOME TO CAIRO
GEORGIA'S Hospitality City

In southwest Georgia lies a town called Cairo, or if you'd rather, the Syrup City as the locals call it. The town has a rich history dating back to the early 1820's when Baptist preacher, William Hartthome, first settled the land, which at the time was called Miller Station, nothing more than a dusty passageway along a wagon trail. He later convinced people from North Carolina to traverse the flatlands of Georgia's coastal plains with their families to come settle as well as cultivate the land. Not only did North Carolinians call this town home but so did Floridians who fled their homes seeking refuge from the bloody Seminole Wars. Later on, around 1866, two men, H. H. Tooke and James H. Hayes, sold all of their land in the area so that the unassertive town of Cairo could be founded.

The main stay of the area during this time was its fertile farm lands where many diverse crops such as corn, cotton, and tobacco, could be farmed, but this did not make Cairo stand out. It was not until a doctor by the name of Seaborn Anderson Roddenbery began his traveling apothecary that the town would be cemented in history. That year, Roddenbery started selling sugarcane syrup from a horse-drawn buggy and, within a few years, had his own practice that doubled as a general store where he sold the soon-to-be famous syrup by the barrel. Around 1889, Roddenbery began marketing the pure Georgia Syrup, with that garnered the town's nickname of the 'Syrup City'.

PURE SOUTHERN HANGOVER BRAND
PURE GEORGIA CANE SYRUP

MADE WITH 100% PURE SUGARCANE
SUGARCANE SYRUP PRODUCED BY
CAIRO GROWERS CO-OPERATIVE ASSOCIATION
CAIRO, GEORGIA

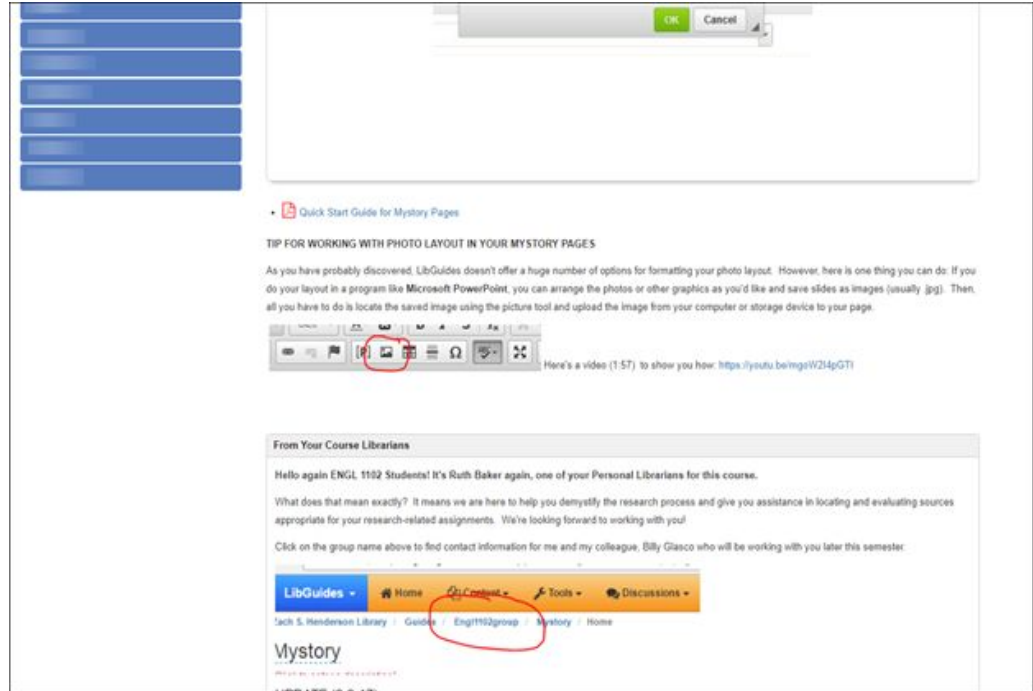
Mystory: Librarian/Faculty Collaboration

- Students gained hands-on experience manipulating images and text in LibGuides CMS
- Librarians served as an instructional partners for discipline faculty
- Aligned instruction with the frames:
 - Authority is Constructed & Contextual
 - Information Creation is a Process

The screenshot displays the Georgia Southern University ZACH S. HENDERSON LIBRARY website. The page is titled 'Mystory' and features a navigation menu with options like 'Home', 'NEW! Working with Text in Word', 'Quick Start Guide', 'From Your Course Librarians', and 'Chat with a librarian'. The main content area is titled 'NEW! Working with Text in Word' and includes a text box with instructions: 'Have you noticed that when you paste text from a word document into your boxes, that strange things happen to the formatting of the text? There is an easy solution! Just pass your text through the Word Filter in the upper right portion of the Rich Text editing box first.' Below this text is a Rich Text editor interface with a 'Word Filter' button circled in blue. A second screenshot shows a 'Paste from Word' dialog box with the message: 'Because of your browser security settings, the editor is not able to access your clipboard data directly. You are required to paste it again in this window. Please paste inside the following box using the keyboard (Ctrl/Cmd+V) and hit OK.' The dialog box has 'OK' and 'Cancel' buttons.

Mystory: Librarians as “Guides on the Side”

- Provided Information Literacy instruction and tutorials (including a Quick Start Guide)
- Aligned instruction with the frame: Searching as Strategic Exploration
- Supported student learning in f2f classes and through posts in the LibGuide
- Served as a technical resource for discipline faculty



Digital Humanities - Student Portfolios

- HUMN 3431: Intro to Digital Humanities
- Hands-on overview, including core research, technical, and design skills
- Students establish online portfolio to learn basic HTML/CSS/JS, and host their capstone project for the minor
- Students retain access to the portfolio following graduation
- Public-facing to encourage reflection on self-representation and branding

The image displays two screenshots of the Georgia Southern University Digital Humanities Program website. The top screenshot shows the 'Discover the Digital Humanities' page, which includes a navigation menu on the left with options like 'Home', 'Digital Humanities Toolkit', 'Projects', 'Spring 2017 Student Portfolios', and 'CLASS Homepage'. A callout box points to the 'Program LibGuide, including Toolkit' section. The bottom screenshot shows the 'Spring 2017 Student Portfolios' page, which features a search bar and a list of student portfolios. A callout box points to the 'Student Portfolios' section.


Digital Humanities - Student Portfolios

- Students translate an array of interactive projects into personally-branded portfolio pages and blogs:
 - Data visualization
 - Digital storytelling
 - Gaming
 - GIS & mapping
 - Text analytics
 - Video & oral history
 - Web development
- Portfolios are presented alongside faculty-led projects
- Librarians are available to troubleshoot and consult

Mapping your journey

by [username] on February 7th, 2017 | Comments

A cool way to map out a journey, whether yours or another person's, is through this technology called Story map. This technology sets you up with a map of the world and lets you take charge. You have the ability to add pictures, videos, text boxes, and pins to mark monumental spots that are imperative to your story. Its such a cool way to explain a route that someone took, or describe your favorite vacation. This program is quite helpful. I plotted the spots where lights were on and off during night time across the globe. I was able to use the ability to light up their nights and those that may not. The blue is lights on, while the red is lights off. I also plotted the spots where high light pollution, and many other things. While the pink signifies a lack of possibility to afford to 'light up' the area.




For example if I decided that I was going to do a story map of my semester abroad in Atlanta, and map my entire journey around western Europe. I thought that this would be a great way to see just how many places I visited. So I would pick my locations and add a text box to do a voice over for the presentation, but I could also just add a text box with a synopsis of where I was and my thoughts on the location.

After that, a quick picture could be added to each location to get an even closer look at the place and a new way to present something like this. Instead of making a print or slide, you can "slide" in a sense. Highly recommend for anyone who is wanting an interactive way to present information like this.

Using text analytics to compare speeches of complete opposites.

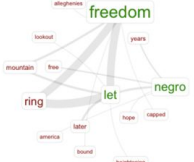
by [username] on January 30th, 2017 | Comments

When it comes to being able to analyze the text on a deeper level, more so than just what you read and get out of it, I think it definitely will give you a more precise and interesting look as to what the speech is really articulating and how they went about doing that. You are able to see things such as how many times certain words were used, maybe compare the usage to another similar speech and see how those two fit together. You can also see words that might not have been used or strung together like that before and from that you can get more insight as to why those words were chosen to be put together like that. So many things that when reading a speech or set of words you tend to look over, but with software like this you are able to see so many more things that can help you really analyze and get a full sense of the message they are trying to convey. When it comes to digital humanities this program can be quite helpful. It can be used to analyze writings from the past. Having this ability can help us better understand why past cultures and human groups did and lived the ways that they did. Something as small as word choice and how thoughts are verbalized and strung together can tell so much.



As we all know from Martin Luther King Jr.'s famous 'I Have A Dream' speech, he centers around the positive outlook of freedom and equal rights for all. He was and still is one of the most inspirational and influential speakers of our time. He was able to make amazing changes for our nation that we still thank him for to this day. Through the Voyant text analysis, I was able to find out that his top 5 most frequent words were: freedom, let, negro, day, and ring. While those words sound random and not well linked together, we also have the ability to see what those words tend to, Lets look at the top 3 words, starting with freedom used 20 times within his speech.

Mapping and text analysis projects presented as blog posts.



Digital Humanities - Student Portfolios

- Students work on individual and group projects simultaneously, transferring skills as they go
- As students gain confidence and skill, LibGuides CMS supports more advanced manipulation of page and guide-level code
- Profile development engages multiple frames:
 - **Authority is Constructed and Contextual**
 - **Information Creation as a Process**
 - **Information has Value**
 - Research as Inquiry
 - Scholarship as Conversation

Google Fusion Tables & Google Maps

Interactive timeline

Nuts & Bolts - Implementation

- Each student is provided access to one or more **Guides**.
- The instructor owns the **Guides**; the student is granted editorial rights only, and cannot delete the **Guide**.
- Neither the instructor nor the student can delete **Assets**, or edit the library's other **Guides**.

The screenshot displays the LibGuides interface for a specific guide. At the top right, a red box highlights the 'Guide Editors' link in the 'Guide Metadata' section. A blue callout box with a white border and a blue background contains the text: 'Instructor owns the Guide, student is added as editor.' This callout points to the 'Add Editor' form, which includes a text input field and a 'Save' button. The main content area shows instructions for guide editors, such as 'Guide editors are allowed to create and edit content on the guide, including the guide properties, excluding the Guide Status.' and 'Don't see your editor in the above list? You can create a new editor-level account.'

Nuts & Bolts - Access Control

Groups can be Public, Restricted or Internal

- **Public Groups** make published content available to everyone on the public side of your site.
- **Restricted Groups** restrict access to the content via password or IP range.
- **Internal Groups** restrict access to users with accounts in the system with access to the group.

The screenshot shows the 'Groups - Eng1102group' settings page in LibGuides. The 'Basic Information' section is highlighted with a red box. It contains the following fields:

- Group Name: Eng1102group
- Description: Aron Passe's English 1102 Course, Spring 2017
- Friendly URL: http://georgiasouthern.libguides.com/
- Group Type: Restricted (selected)
- About This Type: Restricted groups link and index all published content on the public side, but restricts access to the content via password and/or IP restrictions set at the group level.
- Password: [Empty field]
- Access Rules: A table with columns for ID, Starting IP, Ending IP, Notes, and Actions. It currently shows 'No access rules have been defined.' and an '+ Add Rule' button.

A blue callout bubble points to the 'Group Type' dropdown menu with the text: "Access controls in Group Settings".

Nuts & Bolts - Access Control

Guides can be Unpublished, Private, or Published

- **Unpublished Guides** are visible only to logged-in users (admin view).
- **Private Guides** are visible only via the guide URL.
- **Published Guides** are visible to everyone via search and browse.

Similar to **Groups**, individual **Guides** can be restricted by password or IP range.

The screenshot shows the LibGuides interface for a guide titled "What is Digital Humanities?". A blue callout box points to the "Access Controls" link in the top right corner. A red box highlights the "Access Restrictions" dialog box, which is open. The dialog box has tabs for "Access Rules" and "Password". A red arrow points from the "Access Controls" link to the "Access Restrictions" dialog box. The dialog box contains a warning message: "Before creating any guide-level rules you may want to add a rule for your own IP address (141.165.225.8) to avoid locking yourself out of the guide." Below the warning is a table with columns: ID, Starting IP, Ending IP, Notes, and Actions. The table is currently empty, with the text "No access rules have been defined." and a "+ Add Rule" button. At the bottom of the dialog box are "Save" and "Cancel" buttons.

Access controls for individual guides

Access Restrictions

Access Rules Password

Before creating any guide-level rules you may want to add a rule for your own IP address (141.165.225.8) to avoid locking yourself out of the guide.

ID	Starting IP	Ending IP	Notes	Actions
No access rules have been defined.				

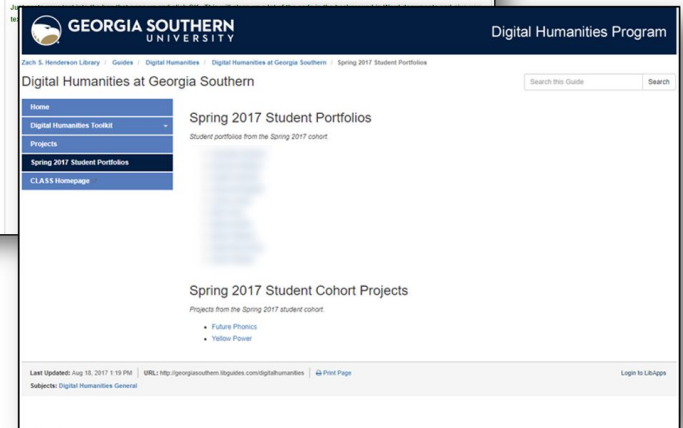
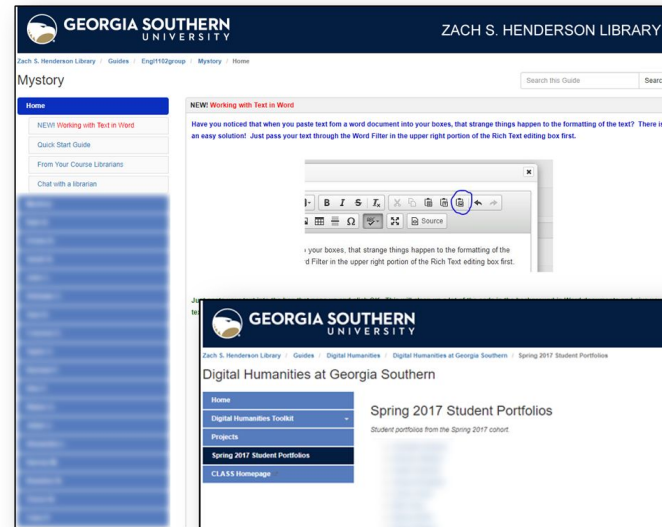
+ Add Rule

Save Cancel

Nuts & Bolts - Privacy

With LibGuides CMS:

- **Groups** and Group-affiliated **Guides** can be suppressed from the homepage and site-level search.
- Passwords are supported for **Groups** or **Guides**, allowing cohort or student-level privacy.
- IP-based access rules support location-based access restrictions.
- Students should know just how *public* and *persistent* their work will be!



Nuts & Bolts - Information Ethics & Use

Especially for public and/or persistent student-created content, set expectations for copyright, reuse licensing, and citation.

Also, what policies might be needed?

- Disclaimers
- Monetization
- Indemnification
- Takedowns
- Preservation
- ?

The screenshot shows a student profile page on the Georgia Southern University website. The header includes the university logo and the text "Digital Humanities - 2017 Student Cohort". The profile section includes a bio and a video game image. A blue callout box points to the video game image with the text "While covered by fair use, citation needed." The video game image is a character from a game, possibly a soldier or warrior, standing in a dramatic, low-key lighting environment. The page also includes a search bar and navigation links.

Concluding Thoughts

- Model for collaboration / embedded librarianship
 - *LibGuides CMS was an effective platform to align and engage frames with instruction*
 - Scalability & sustainability across the curriculum
 - Short & long-term project support
 - Familiarity → efficiency
- Supports various skill levels
 - Minimal learning curve for basic content creation
 - Engages novice to advanced HTML/CSS/JS skills
- LibGuides CMS provides convenience, but not essential
 - Alternatives: LibGuides, Google Sites

Thanks!

For references and more info...

Mortimore, Jeffrey, and Ruth Baker. 2018. "Supporting Student-Led Content Creation in the Distance Learning Environment with LibGuides CMS," *Journal of Library & Information Services in Distance Learning*. <https://doi.org/10.1080/1533290X.2018.1499239>

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