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Newsletter, Fall 2013

Colgate University Libraries

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The Libraries at Colgate

Newsletter | Fall 2013   Connect | Discover | Create

From the University Librarian – Joanne A. Schneider

Librarian Expertise in Learning Technologies

This newsletter issue focuses on learning technologies created and/or supported by Colgate librarians in partnership with faculty. We integrate our training in how undergraduates learn best with subject expertise and utilize the library liaison program to establish close relationships with faculty. Both an understanding of context and an ability to effectively communicate are essential prerequisites for effective teaching, learning, and research partnerships. By applying skill and creativity involving our knowledge of educational resources to the provision of reference and instruction services, librarians have engaged with faculty to advance the development of information fluency and critical thinking skills among students using information technologies.

Historically, librarians were the first academic technologists at Colgate. In the late 1970s, the advent of mediated searching of online databases required librarians to develop expertise in utilizing information technologies to enhance the learning and research process. Librarians became the early adapters to the World Wide Web, writing code to create the first web page at Colgate. Since then, we have tracked new digital information technologies to incrementally enhance access to high quality scholarly information for the campus.

The transformative effects of digital technologies have compelled the Libraries to rethink many of our goals and long-standing practices. As a result, we have realigned librarian skills by adding expertise in metadata, emerging technologies, research data, mapping, digital publishing, digital archiving, and instructional design to librarians' responsibilities in order to provide expertise to support digital scholarship.

Specific examples of how librarians have leveraged new learning technologies to partner with faculty involve the following:

- *Beginning Research* web page
- *Getting Started With Research* online instruction module
- *Quest for Good Questions* online instruction module
- Online *Course and Subject Guides*
- *Classroom Salon* digital platform with social annotation tools
- *Google Sites* setup for various faculty members
- *NodeXL* data visualization projects
- *Research Data Services,* including quantitative, qualitative, and/or geospatial data discovery, analysis, management, and visualization projects
- *Google Earth, EJview* and other online mapping and digital cartography tools
- *Visual Literacy* poster design
- *Prezi* cloud-based presentation tool
- *Wikipedia* page creation by students
- *User Experience Evaluation* and content analysis for web presence design for the Department of Romance Languages and Literatures
- *eBook* use tutorials
- Teaching *iMovie* software using iPads, plus *Photoshop* and *Final Cut Pro*

Past library newsletter issues have described the collaborative work that librarians are doing with technologists in the initiative called the *Collaboration for Enhanced Learning (CEL),* and many CEL projects have been led by librarians. While it is not critical that faculty understand who the librarian or the technologist is on a CEL team, it is important for them to know that librarians bring pedagogical

Overcome by library technology

expertise in student engagement with scholarly content to the work done by CEL teams. And, increasingly, this expertise is being applied to their work with faculty — outside of CEL — regarding the utilization of learning technologies in the classroom.

Communicating Research through Technology and Beyond

Debbie Krahmer, Digital Learning and Media Librarian, co-chair of the Collaboration for Enhanced Learning (CEL)

Within moments of putting an infographic on the screen, several hands went up in the audience. "The font is wrong. It's really immature. It's talking about war, but it's not taking it seriously."* An astute observation, especially when the font used was Comic Sans.

"I can't even read it," another student remarks as they lean forward and squint. "Are those blotches supposed to be camouflage?"

"I think they're dog tags," someone else answers.

"No, not those blotches. The ones in the corner."

"Um, watercolor?"

The students from Professor Janel Benson's Social Research Design and Methods class had been brought into Case Library and Geyer Center for Information Technology's Digital Learning and Media Center to be introduced to the basic points of visual literacy and graphic design before learning to using PowerPoint to create data visualizations, but already they were demonstrating their innate understanding of how simple design errors can make or break an infographic.

Before the class had even started, many of the students professed that they were not creative at all. Several said they were nervous about this session, and the upcoming assignment had created a knot in their stomachs. At this point of the course, they were comfortable with creating graphs and playing with data, but icons, graphics, layout, design, balance, color? This is sociology, not art class!

However, by the end of the session, the students were creating their own icons in PowerPoint to represent differences in percentages and talking about color combinations for their upcoming project with all the fervor of professional graphic designers.

Prof. Benson's class is part of an Andrew Mellon Foundation grant-funded project on "Quantitative Literacy in the Humanistic Social Sciences," but I have seen this happen in many other class sessions. The complaints start out the same, but the end results are often beyond amazing. Whether it's cries of, "I don't know anything about computers," or "I'm not a creative person," when given the chance to play, students and faculty often prove to be far more creative and technically skilled than they can imagine.

I love working with the professors at Colgate University. More than any other place where I have worked, professors here have been open to moving beyond the research paper to press their
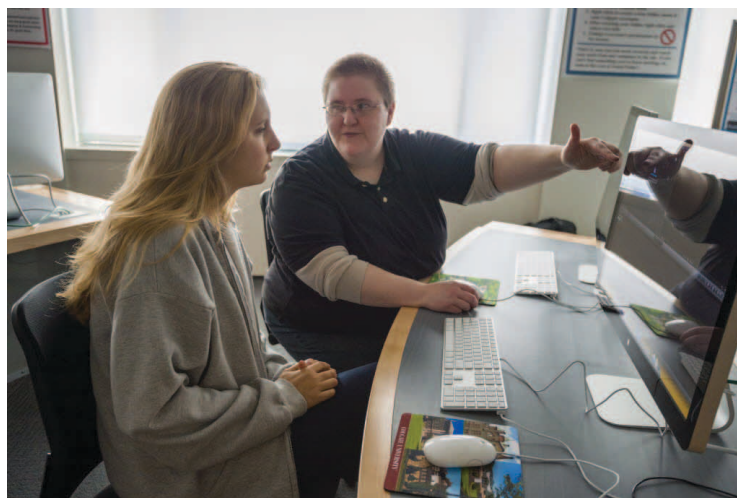
Debbie Krahmer working with student in the Digital Learning and Media Center

students into communicating their research through multiple platforms. Faculty have been tackling this task long before I ever arrived on this campus, and many more are bringing their own ideas to full fruition without any help from outside their departments. For other faculty, there are groups like the libraries, ITS, and Collaboration for Enhanced Learning (CEL) available to help guide faculty through the process of figuring out how to go from a big idea to a practical classroom experience.

At Colgate, I see hundreds of students working with dozens of faculty every semester doing so many projects; I can't even keep track of them. There are so many going on that I don't even know about, and probably even more that faculty are thinking about but haven't happened due to any number of factors.

Is it a matter of not enough time? Do you feel like you just don't know how to grade a video or podcast? Are you worried it won't fit into your syllabus? Do you just want to talk to someone about your ideas? I've been through this process as the student creating the project, as a learning commons librarian assisting a student through a project, and as library faculty helping professors create these projects. I've seen so many successes; even with the most adamantly "I can't do this" person that I have no doubt that it can be done.

If you're interested in working with CEL to transform a research project through technology, please contact the co-chairs Debbie Krahmer and Sarah Kunze at cel@colgate.edu.

* The remarks are paraphrased, but the content is accurate.
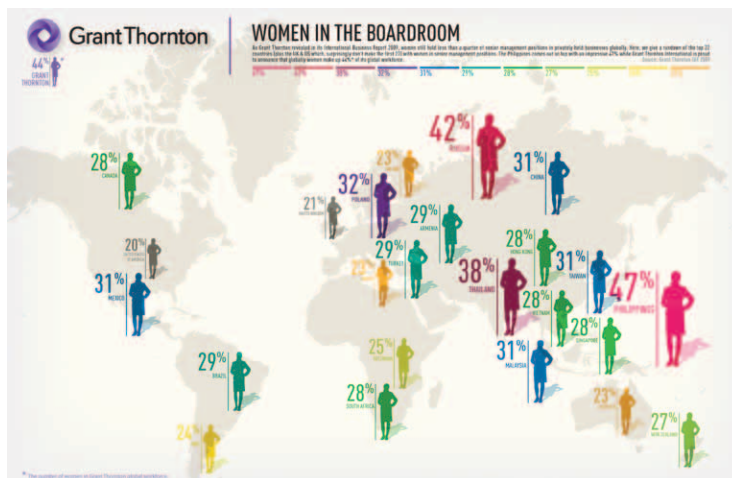
Sample infographic from GrantThorton (http://www.grant-thornton.co.uk)

Everyday Accessibility

Debbie Krahmer, Digital Learning and Media Librarian

Technology has the capability to both simplify and complicate our lives. Here are a few accessibility tips that anyone can use to make their human-computer interactions less of a strain.

Having trouble reading on a computer screen or mobile device? There are several options for making it easier. All suggestions are based on research, personal experience, and in guiding students and faculty in using these resources.

■ **For Apple laptops and desktops**
 Program: Zoom
 Cost: Free (included with default OS)
 How to access it: System Preferences > Universal Access

Apple has an excellent reputation for their support of universal design, and for good reason. Macs include a Zoom Feature which can be optimized by the user for their needs with varying levels of zooming in or out, plus grayscale and focus. These options can also be useful in class lectures for highlighting cursor movements and mouse clicks. Zoom can be controlled by the mouse or keyboard, and there is a slight learning curve at first. There are many other options for improving your visual experience with the Mac within the Universal Access area that you might want to try out while you are there.

■ **For iPad, iPhone, and iPod Touch**
 App: Zoom
 Cost: Free *(included with default OS)*
 How to access it: Settings > General > Accessibility

Another option for Apple-users is the iOS version of Zoom. While it has limited use on a small screen, it can help with making the iPhone and iPod Touch more readable for many people. Unfortunately, the app tends to be a little more buggy on the mobile devices, and is accessed through a 3-finger touch option that may be difficult for some users (I've often had to use Assistive Touch in order to properly access Zoom on my iPad). iOS 7 brought many improvements to the Zoom and font options on the mobile devices, including finally being able to type normally (or near-normally) with Zoom on in most writing apps, and being able to lock in large fonts across several apps.

■ **For Windows laptops and desktops**
 Program: Zoomtext Express
 Cost: $99
 Location: http://www.aisquared.com/zoomtextexpress

Windows does include a built-in Magnifier program, but I've never been a fan (nor have I ever been able to get it to work for me in a way that didn't give me seasickness). The fully loaded suite of Zoomtext software is a robust and rewarding program to have access to, but the cost can be prohibitive to many users. Zoomtext does offer an in-between software option. It doesn't have the intricate zoom levels that the full version (or even Zoom for Mac) offers, but it gives you several levels to work with. The interface is highly intuitive, and includes multiple set up options, such as types of screen magnification (spotlight, circle, or regular) or color options (high contrast or grayscale) that can be used in modification.

■ **For Android devices**
 App: Magnification Gestures
 Cost: Free (included with default OS)
 How to access it: Settings > Accessibility > Magnification gestures

I've been involved in accessible technology for years, and I was surprised that I hadn't heard how accessible Android was until I recently purchased a Nexus 7 to replace my beloved iPod Touch. The Magnification Gesture is a simple triple-tap with one finger. This option is built-in with Jelly Bean, Android version 4.3.

Bonus Tip

■ **For Android devices**
 App: Go Read
 Cost: Free
 How to access it: Search the Google Play store

One of the drawbacks of iOS is that it's not exactly easy to get the ebook programs to read aloud any and all ebooks. There are workarounds and paid apps that will do this, but I wanted something a little simpler and more every day. I was very happy to find that there are a number of free apps for print-disabled readers for Android. My favorite is Go Read. I've been able to open my collection of ebooks (epub is my preferred format) in this free app. Now I don't have to go without my books, simply because I don't have them in audio format. (Android is quickly becoming my favorite system to work with.)

These are only a few resources on some major platforms; Linux wasn't included as I don't have accessible tech installed on my laptops. I'd be happy to talk to you about these programs, apps and other technologies.

Lynn Waldman, Director of Academic Support and Disability Services, is available for consultation on disability issues, including support for students with disabilities. If you're looking for research support in disability studies, there is a guide to library materials located at: http://cu-cel.org/library/subjectsplus/subjects/disability

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WHAT DOES CASE LIBRARY SHARE WITH THE MET AND THE SMITHSONIAN?

The Metropolitan Museum of Art and the Smithsonian Museum both have examples of Jens Ritter hand-made guitars in their collections. Now, local alumnus Paul J. Schupf '58, has recently added Ritter guitars from his personal collection to his other art works on long-term loan in Case Library and Geyer Center for Information Technology. The latest two additions are two Ritter works, the Princess Isabella "Piano," 2012, and the PJS, 2013, located in the level three Reference Reading Room. Schupf is a major collector of contemporary art by artists such as Richard Serra, Chuck Close, Alex Katz, and Andy Warhol. He is a longstanding, generous supporter of Colgate and is a member of the prestigious James B. Colgate Society. His many contributions include the Paul J. Schupf Studio Arts Center, the W.S. Schupf Chair in Far Eastern Studies, the annual Paul J. Schupf Fellowship for Study at Oxford University, and the annual Paul J. Schupf Senior Art Prize.

Jens Ritter is the greatest luthier of our time. Ritters are renowned for unique disruptive design and the finest materials. Many great jazz and rock musicians play Ritters owing to the perfect sound and easy playing characteristics. After meeting Jens, I acquired the Princess Isabella Piano displayed here and commissioned the PJS model which Jens considers his finest achievement.
 — Paul J. Schupf '58

The Digital Map Library

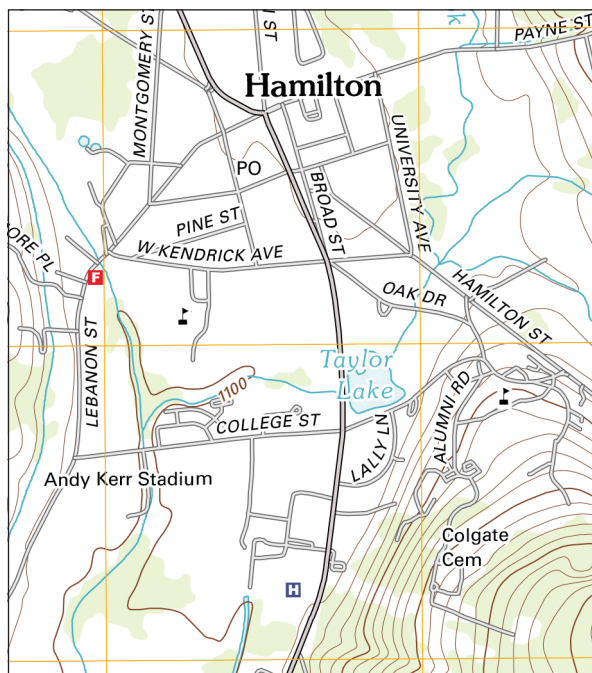*Peter Rogers, Information Literacy and Social Science Librarian*

Neogeography, web mapping, crowd-sourced cartography, . . . ; whatever term you choose, it is clear that we are in the midst of a huge sea change in the world of maps and cartography. Until very recently, the vast majority of the population was merely consumers of maps. The production of maps was only done by highly skilled individuals working for government agencies such as the US Geological Survey (USGS) or private companies like Rand McNally. Initially, the development of digital mapping software such as ArcGIS did little to change this state of affairs as these tools were difficult for the layperson to master.

However, the boundary between map consumer and producer has been blown wide open in recent years, as a flood of easy to use online mapping tools have permitted virtually anyone to create their own maps and to make use of geospatial data. *Google Maps, OpenStreetMap,* and *Ushahidi* are just of few of the multitude of these tools that have transformed the nature of maps.

This change has profound implications for map collections at academic libraries. While we still have our physical maps and charts, these documents have been supplemented by numerous digital resources. The most straightforward of these are the online collections of digitized paper maps such as the University of Texas's *Perry-Castañeda Library Map Collection* with over 50,000 maps online and the Map Locator and Downloader at the *USGS Store* where all of that agency's historical and current topographical maps are available for download.

Today's map library must also be able to provide geospatial data for students and faculty working with more advanced mapping tools such as ArcGIS. At Colgate, we provide reference and instruction services for students and faculty so they can easily locate the geospatial data they need. As more disciplines and inter-disciplinary programs embrace spatial analysis, the variety of geospatial data required is greatly expanded. Some of the more important sources of geospatial data include *Global Administrative Areas* that provides political boundaries down to the state/province level, and often to the county level, *Digital Elevation Models*, and the *National Historical Geographic Information System* of census data back to 1790.

Finally, the most revolutionary elements of a contemporary map library are the links it has to sites where users can create their own maps. Online mapmaking tools can be general in nature, allowing users to create a range of possible maps. One example of this is the *US National Atlas Map Maker*. Others are more specialized such as *EJView*, an environmental justice mapping tool developed by the EPA, and *Antiquity A-la-carte* from UNC-Chapel Hill's Ancient World Mapping Center.

One result of this proliferation of mapping tools has been the increased use of online maps as tools for political activism. Groups on all sides of various issues create maps and/or online mapping tools designed to provide spatial "evidence" for political/policy goals. This can be seen right in our own backyard where the debate over hydraulic fracturing for shale gas extraction is played out in a number of online maps and mapping tools, a selection of which can be seen in the library resource guide to *Shale Gas Maps and Counter-Maps*. Of course, this requires that teaching and library faculty put an even greater emphasis on students' ability to critically "consume" maps and to produce them in a responsible manner.

Segment of topo map downloaded from the USGS

FIND MORE INFORMATION ABOUT MAPS

Colgate University Libraries' Maps Resource Guide
(with links to more specific guides to Historical Maps, Geospatial Data, and Shale Gas Maps and Counter-Maps)
http://cu-cel.org/library/subjectsplus/subjects/maps

Google Maps
https://maps.google.com/

OpenStreetMap
http://www.openstreetmap.org/

Ushahidi
http://www.ushahidi.com/

Perry-Castañeda Library Map Collection
http://www.lib.utexas.edu/maps/

USGS Store
http://store.usgs.gov

Global Administrative Areas
http://www.gadm.org/

Digital Elevation Models
http://www.ngdc.noaa.gov/mgg/dem/demportal.html

National Historical Geographic Information System
https://www.nhgis.org/

National Atlas Map Maker
http://nationalatlas.gov/mapmaker

EJView
http://epamap14.epa.gov/ejmap/entry.html

Antiquity A-la-carte
http://awmc.unc.edu/awmc/applications/alacarte/

Shale Gas Maps and Counter-Maps
http://cu-cel.org/library/subjectsplus/subjects/guide.php?subject=hydrofrack%20map

Reaping What You Sow: Introducing Instructional Design to Colgate

Jesi Bender, Instructional Design and Web Librarian, and David Roberts, First-Year Experience and Instructional Design Librarian

Earlier this year, Colgate University Libraries' welcomed two new librarians to their ranks – Jesi Bender in February and David Roberts in April. While Bender's duties include maintenance of the Libraries' online presence and Roberts concentrates on the First-Year Experience, both of them share the title of "Instructional Design Librarian." There has been a dramatic increase in the number of universities seeking librarians with advanced technological skills, and Colgate has explicitly articulated a need for Instructional Designers in the recent strategic planning process. Instructional Designers are becoming an important part of academia because they bridge the gap between content and technology.

Defining Instructional Design

What exactly is an Instructional Designer and how do they differ from other positions found in the Libraries and IT? The textbook definition says it is the practice of the development of learning experiences and environments that promote the acquisition of knowledge and skills by students. It covers the application of strategies, activities, processes and intended outcomes that is otherwise known as "teaching."* Instructional Design happens when professors plan for classes, develop a syllabus, state learning goals, assign readings, write tests and review SET forms. Instructional Design is the study and practice of the teaching process and the variety of tools employed to deliver effective learning experiences.

That was the textbook definition. Now what does an instructional designer actually do?

Instructional designers are landscapers. We are gardeners cultivating learning environments. Our tools are the variety of technologies — digital and analog — to facilitate and assess learning. Our techniques are guided by learning theories from a variety of disciplines. An Instructional Designer straddles the line between Libraries and IT as they are educators who combine a pedagogical background with an understanding of technology and design to produce a specific lesson or curriculum. The amalgam of these three attributes (design and technology informed by pedagogy) allows designers to structure information efficiently.

With the rise of visual media and online resources, Instructional Designers are integral to effective digital learning. Bender came with a background in User Experience design and information architecture from Merck Pharmaceuticals and Roberts brought experience in pedagogical design from his graduate studies at UNC-Chapel Hill and work as a media specialist and instructor at secondary schools and a community college. We understand our users' established information-seeking behaviors as well as the psychology that informs various pedagogical approaches. Our role at Colgate is two-fold: to identify areas that need strengthening in terms of student performance and to create learning objects, lesson plans or tutorials to support learning in those areas. It is important to emphasize that the creation of these educational products (often presented in a digital medium) are meant *to support* or *supplement* the learning that happens in classrooms, lecture

Getting Started with Research at the Colgate Libraries learning object

halls, on trips, or at museums — in other words, learning that happens between individuals in a physical space, most often our hallowed halls at Colgate.

The Tangible Results

Good library-based Instructional Design must have its roots firmly planted in an excellent Information Literacy (IL) program. Fortunately, Bender and Roberts have joined a long-standing and strongly supported IL program in Colgate's University Libraries. By understanding and utilizing the Libraries' established guidelines for Information Literacy, we are able to base our designs on the IL program's core principles.

In conjunction with other members of the NY6 consortium and supported by a Teagle grant, Colgate Instructional Designers and Information Literacy Librarians are designing and implementing a series of digital learning objects focusing on the introductory research skills. The first two learning objects focus on introducing students to resources on the Library website and developing good research questions. Eventually, a repository of learning objects will be housed on the website covering a wide variety of topics, both general and class-specific. These modules will exist

to support a flipped classroom approach, which ultimately allows for more personalized instruction in class.

When Instructional designers work with scholarly experts and learners, a learning community is the result. Landscaping is not a solo job. It benefits from the cooperation of gardeners, experts, and laborers to cultivate a beautiful and productive countryside. Similarly, learning environments are most effective when appropriately pruned, watered, and harvested by a collaborative team. Instructional designers at Colgate Libraries have joined the effort to cultivate a fertile university learning environment that is both productive and pleasant.

* Merrill, M. D., Drake, L., Lacy, M. J., Pratt, J., & ID2_ Research_Group. (1996). Reclaiming instructional design. Educational Technology, 36(5), 5–7. http://mdavidmerrill.com/ Papers/Reclaiming.PDF.

LEARN MORE

Beginning Research
http://exlibris.colgate.edu/ help/guides/getting-started. html
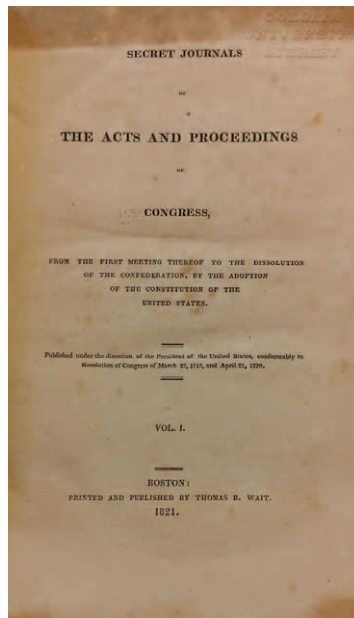
Government Documents Online

Mary-Jane Walsh, Government Documents and Reference Librarian and Interim Head of Reference and Instruction

Although the U.S. Government Printing Office was created by the Public Printing Act of 1860 and opened one year later, distribution to selected libraries (colleges, state governments, and historical societies) began as early as 1813 when printing was still contracted out to private printers. The General Printing Act of 1895 codified the Federal Depository Library Program (FDLP) as we know it today, or at least before computers.

Fast forward to 1994, when GPO Access was launched to provide legislative publications online. It rapidly expanded and eventually was replaced by *FDsys*. One year later, the leadership of the 104th Congress directed the Library of Congress to make federal legislative information freely available to the public, and *THOMAS* was born. Other agencies, notably data gathering agencies like the Bureau of the Census and Bureau of Labor Statistics, soon followed. The rest, as they say, is history.

The provision of federal government information online has grown and matured from the early days of reproduction and creation of print and print-like documents. Now, there are XML marked up publications (e.g. Code of Federal Regulations *on FDsys*), large data sets for download and manipulation (for data from the 15 "principal statistical agencies," see *FedStats*), and interactive sites for everything from creating maps to applying for benefits and services (e.g. Grants.gov, GovLoans.gov, Benefits.gov, Disability.gov).

Perhaps one of the most valuable uses of digital govern-

Government Documents in 1821

ment information is what other people do with it. Government data is behind several of our databases, including the Legal Research portion of *LexisNexis, ProQuest Congressional*, and the *Monthly Catalog*; good government websites like *OpenSecrets. org/*(Federal Election Commission data), and *MapLight.org* (THOMAS, FEC data, hearings, voting records), and countless statistical datasets that you can use in your research.

The federal government is still grappling with issues surrounding provision of information and services. Although problems caused by demand are currently in the news, more pressing issues are those of actual or potential reduced access:

Privatization
There has been an increase in the privatization of government information (for example the *Journal of the National Cancer Institute*), government information being deemed "out of scope" (e.g. depository libraries are not

automatically granted access to government databases), and the arrival in depository libraries of copyrighted CDs/DVDs.

Preservation As the formats for publication of digital government information rapidly change, either in tangible formats or online, the hardware and/or software needed to read, download or manipulate the data are often no longer available (7" floppy discs, anyone?). More to the point, the overwhelming amount of data put online on the internet defies the imagination and the resources to preserve it all.

Politics As we have so recently seen in with the government shutdown, politics can prevent access. Ultimately, Congress controls the purse strings, and whether it's a matter of making a political point or of saving money (server space, although inexpensive, does cost something, and preservation isn't cheap!), government documents librarians have seen removal of information without it being preserved.

With apologies to Dickens, will the age of digital government information become the best of times, or the worst of times? Only time and diligence from the electorate, our representatives, librarians, and preservationists will tell.

Government Documents in 2013

NEW LIBRARIAN + STAFF NEWS

Francis Kayiwa

Started: 9/2/13
Francis Kayiwa is the new Systems Librarian. Francis has been working in academic and research libraries since 1999, during which time he has had a great variety of library IT work experiences, including technical and workstation support, systems and storage administration, web and software development, as well as project management. From 2001 until 2013, Francis was employed at the University of Illinois and worked closely with the Special Collections Department to build the Institutional Repository and a digital preservation architecture for the institution. He earned a master's degree in library and information science from SUNY at Buffalo. In the time since his graduation, he has developed and honed his software development and project management skills, both of which have been extraordinarily useful during his career as a library IT specialist.

Jesi Bender

Instructional Design and Web Librarian and Assistant Professor in the Libraries. **Attended:** Eastern New York/Association of College and Research Libraries (ENY/ACRL), "The UX Factor," Albany, NY, May 20; Syracuse University, "Spaces + Places Unconference," Syracuse, NY, February 26; OCLC's "MOOCs and Libraries: Massive Opportunity or Overwhelming Challenge?", Philadelphia, PA, March 18–19.

Lora Davis

Assistant Archivist and Assistant Professor in the Libraries. **Attended:** "Caring for Digital Materials: Preventing a Digital Dark Age" webinar through Connecting to Collections, April 2–15, 2013; Mid-Atlantic Regional Archives Conference and chaired a panel titled "The Not-So-Forgotten War of 1812: Documentation, Research and Access," Erie, PA, April 25–27, 2013.

Frank Gavett

Head of Borrowing Services and Associate Professor in the Libraries. **Retired** in May after 26 years in the Libraries.

Sandy Gavett

Government Document Coordinator. **Retired** in May after 26 years in the Libraries.

Alli Grim

Conservation Technician. **Attended:** Ten training sessions at Syracuse University with David Stokoe, Conservation Librarian, December 2012–April 2013.

Emily Hutton-Hughes

Head of Collection Development and Professor in the Libraries. **Presented: "**Report on the CNY Shared Print Project," ConnectNY Regional Meeting at Skidmore College, March 18; **Invited presentation:** "Shared Print Monographs: Making IT Work," American Library Association annual conference; Association for Library Collections & Technical Services day-long preconference, Chicago, June 27. **Attended:** Northeast Oberlin Group, annual Collections Confab, Mt Holyoke, May 8–10.

Ann Kebabian

Head of Cataloging and Professor in the Libraries. **Presented:** Innovative Users' Group Annual Conference, co-moderated the Cataloging and Authorities Forum and invited presentation on the pre-conference panel on bibliographic authority control, San Francisco, April 24–26.

Sarah Keen

Head of Special Collections and University Archivist and Associate Professor in the Libraries. **Presented:** Panel on archives use statistics and attended the Mid-Atlantic Regional Archives Conference, April 25–27, 2013. **Served:** Mid-Atlantic Regional Archives Conference, Arline Custer Memorial Award Committee; New York State EAD (Encoded Archival Description) Consortium Planning Group. **Hosted:** Workshop on primary source instruction for the College and University Archivists' Roundtable of Central New York, March 14, 2013. **Attended:** "Behind the Curtain: DAM and Preservation Support for Digital Humanities," Northeast Regional Computing Program (NERCOMP) meeting, Amherst, MA, February 11, 2013.

Debbie Krahmer

Digital Learning and Media Librarian and Assistant Professor in the Libraries. **Presented:** on "Wikipedia and Archives" at the College and University Archivists' Roundtable of Central New York, Colgate University, March 14, 2013. **Attended:** Association of College & Research Libraries (ACRL) biennial conference including participation in the Practical Management Immersion Workshop and Roundtable on Applied Transliteracy, April 2013.

Anna Nicholls

Catalog Librarian and Assistant Professor in the Libraries. **Attended:** New England Technical Services Librarians Annual Conference, "The Many Hats of Technical Services," College of Holy Cross, April 15.

Mike Poulin

Head of Digital Initiatives and Resources and Professor in the Libraries. **Attended:** Innovative Users' Group Annual Conference, San Francisco, April 24-26. **Serves**: Central New York Library Resources Council, Library Resources and Services Committee, Syracuse, NY.

David Roberts

First Year Experience and Instructional Design Librarian. **Attended**: Conference on Blended Learning in the Liberal Arts, Bryn Mawr College, May 2013.

Peter Rogers

Information Literacy and Social Sciences Librarian and Associate Professor in the Libraries. **Serves:** LILAC (Library Instruction Leadership Academy), Rochester Regional Library Council. **Attended:** Association of College & Research Libraries (ACRL) biennial conference including participation in the Practical Management Immersion Workshop and Roundtable on Applied Transliteracy, April 2013; Conference on Blended Learning in the Liberal Arts, Bryn Mawr College, May 2013.

Joanne A. Schneider

University Librarian and Professor in the Libraries. **Cited:** "How One Library Redefined Itself to Support Digital Scholarship**,"** *Eastern New York/Association of College and Research (ENY/ACRL) Libraries Newsletter.* Spring 2013, p. 2–4. **Presented**: Invited presentation, "Digital Scholarship, Libraries and the Liberal Arts," Digital Humanities for Liberal Arts Colleges Symposium for the Five Colleges Consortium, June 16. "Reskilling the Library + Collaboration = Support For Digital Scholarship," Oberlin Group Library Directors annual meeting, Rollins College, October 25. **Attended:** Harvard Graduate School of Education, "Library Leadership in a Digital Age," March 2–22; ConnectNY Council Annual Meeting, West Point, NY, June 10–11.

Mary Jane Walsh

Interim Head of Reference and Instruction, Government Documents and Reference Librarian and Professor in the Libraries. **Cited:** Essay, "Primary Literature in Research", appeared in *How to Get Started in STEM Research with Undergraduates.* Merle Schuh, ed. Washington, D.C.: Council on Undergraduate Research, 2013, p. 63–68. **Attended:** Annual FDLP meeting in Washington, D.C.; Eastern New York/Association of College and Research Libraries (ENY/ACRL), "The UX Factor," Albany, NY, May 20;

Marianne Wodnick

Evening/Weekend Circulation Assistant. **Retired** in May.

A History of Instructor-Librarian Collaboration with Learning Technologies

Peter Tagtmeyer, Science Librarian

Collaboration between librarian and instructor to incorporate emerging information technologies into teaching has historical precedent in the Colgate Libraries. Specifically, the use of mapping software and web site creation in conjunction with numeric data collection and analysis has been ongoing since the late 1990s in Professor Jun Yoshino's "Critical Health Analysis: AIDS" course. This has been regularly offered in both the CORE and FSEM programs since 1997. Early on, I became engaged to help identify and incorporate mapping and web technologies to present students research findings.

The late 1990s was an emergent time for consumer, rather than professional, computer mapping software. Few options existed. Additionally, the compatibility of the file formats of stand-alone computer applications and web-based technologies was not well developed. Much librarian research and inquiry went into finding mapping software applications that could produce web-compatible images. Persistent inquiry resulted in the donation of copies of ArcView GIS 3.0 from the producer, ESRI. This was an early use of mapping software by students at Colgate outside of the Geography Department for research projects.

At that time statistical data were stored on CD-ROMs. Extracting data and incorporating them into spreadsheets and then transferring the results into web pages involved additional compatibility issues that needed to be resolved. Student creation of web pages was also a challenge. There were no suitable WYSI-WYG (What You See Is What You Get) web page applications at the time. Students necessarily learned to hand-code web pages, which they did with guidance from the librarian. The resulting student works were effective and, in some instances, impressive.

The course is still taught. However, technology keeps "emerging." Acquisition of census data moved from CD-ROM to the network. Even there, the interfaces and protocols for identifying and transferring data continue to change. The means to identify and retrieve census data has changed frequently. The course has seen a variety of web page editors come and go, and training for such is now provided by ITS. Similarly, GIS applications continue to evolve. Persistent adaptation to new and changing technologies by the librarian has made continued teaching of the course tenable.

Information literacy addresses both the transfer and representation of information in addition to its analysis and assessment in a variety of domains, not just "the literature." This is known and practiced by many of Colgate reference and instruction librarians who continue to explore and engage with new and emerging information technologies alongside students and faculty.
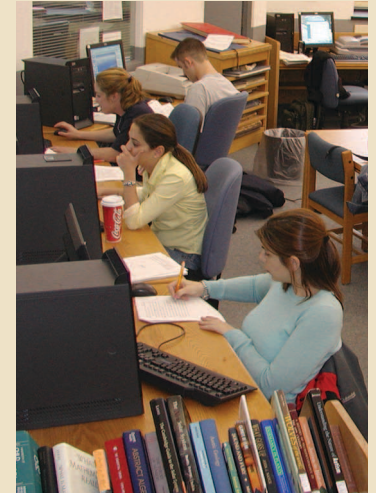
Hard at work in Cooley Science Library

New Digital Resources

World Newspaper Archives – Latin American Newspapers Parts I and II
Comprised of over 280 newspapers published between 1805 and 1922, these databases offer unprecedented coverage of the people, issues and events that shaped Latin America and the Caribbean during the 19th and early 20th centuries.

Jstor Arts and Sciences Archive Collections IV and XI
These archives of over 300 scholarly journals include

- within IV a strong focus on the professions of business, education, and law, psychology and public policy
- within XI the core fields of Language & Literature, History, Art & Art History, Classical Studies, Music, and the Performing Arts.

Chatham House Online — 1920–1979
Containing over 60 years of high level analysis and research on global trends and key events and issues, this searchable online archive brings international affairs knowledge and expertise directly to the desktops of researchers and students.

Proquest Congressional Research and Hearings Digital Collections
These collections add full-text content to the already rich government documents collection. Congressional Research reports from 1830–2012 and Hearings from 1824–1979 with access to unpublished hearings through 1990 are integrated with the Proquest Congressional database for a seamless experience for users.

LGBT Thought and Culture
An online resource hosting the key works and archival documentation of LGBT political and social movements throughout the 20th century and into the present day.

Meriam Report on Indian Administration and the Survey of Conditions of the Indians in the U.S.
This collection comprises two sets of documents created between 1928 and 1943 that helped the response to 40 years of failed Native American policies.

County and Regional Histories & Atlases: New York
Included in this collection on New York are 28 cities, regions, and counties in 465 titles.

-Gannett Newsstand Complete and Opposing Viewpoints in Context
Two new databases provided by NY State's NovelNY program.

Upgraded Databases

L'Annee Philologique
Moved to the EbscoHOST platform with improved searching.

Periodicals Archive Online
Moved to the Proquest platform with improved searching.

Slavery and Anti-Slavery
Part 4: Age of Emancipation completes this collection.

Statista
Replaces Statistical Insight.

Economist Archive Online
Provides digital access to this pivotal economics title.