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The Next Page

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BUILDING INFORMATION LITERACY SKILLS

by Nancy Frazier, Instructional Services Librarian,
and Brody Selleck, Instructional Design Librarian

What is information literacy?

Got information? Probably more than you need! Information literacy skills can solve this problem. Information literacy involves defining a need for information, determining the type and amount of information needed, and then accessing, critically evaluating, and using information in an ethical way. As the amount of information available to us expands, the ability to search, find, access and evaluate it is a key component of lifelong learning.

One of Bucknell's Educational Goals is to develop information literacy and technological competency for all students across disciplines. The newly adopted Arts & Sciences College Core Curriculum reinforces the important role that information literacy plays in student learning and critical thinking by identifying it as one of the intellectual competencies incorporated into majors.

The Association of American Colleges and Universities *Liberal Education & America's Promise, 2007* report identifies information literacy among essential learning outcomes needed to prepare students for success in an increasingly complex world. "Information literacy is much more than technological competence or online research. It encourages critical thinking and reflection in the context of the increasingly extensive amounts of information now available through a wide range of technologies." (*Developing Research & Communication Skills*, Middle States Commission on Higher Education, 2003, p. 4)

New roles are emerging for librarians and instructional technologists to share expertise with faculty to help build students' foundational and discipline-specific information literacy skills and technological competency. Exciting collaborations are taking place



between librarians, faculty, and instructional technologists to explore new ways to incorporate information literacy components into courses.

Teaching Information Literacy Skills

Library & IT instruction programs provide multiple opportunities for the development of information literacy skills targeted to different learning styles. We use assignment-based active learning techniques in the classroom to engage and challenge students. In addition to course-related instruction sessions targeted to specific learning outcomes, informal instruction takes place at the reference desk (in person, via email, phone, or IM) and through individual appointments with librarians. The online "Research by Subject" guides provide a gateway to subject-specific resources, along with contact information for each department's liaison librarian for additional help. Library & IT workshops and training sessions provide instruction about online resources, print and special collections,

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FROM THE CIO



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theNextpage

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GREETINGS FROM THE BERTRAND LIBRARY!

Welcome to our latest issue of *The Next Page*. This year, the Library and IT group had an extraordinarily busy and productive summer, and we accomplished a great number of academic and administrative projects.

Here's a sampling of the projects that were completed and started this past summer:

- **Data Warehousing** - We have licensed a data warehousing suite of applications from SunGard, the providers of Banner, for our campus data warehousing project.
- **Document Imaging** - Document imaging technology offers many benefits, including a drastic reduction in paper shuffling, opportunities for far more efficient work flows, and better management of records and their retention. We have selected the vendor NOLIJ Corporation as our consultant and supplier for our document imaging initiative.
- **ePortfolio pilot** - ePortfolio is an entirely web-based system which allows for the creation and management of everything from single-assignments to semester or career-long student portfolios. The solution also provides sophisticated tools for creating and working with rubrics, various assessment mechanisms, university educational and student affairs educational goals and national standards. We have selected Taskstream's ePortfolio solution for the pilot.
- **Wireless expansion work completed:** much greater access on campus
- **Bandwidth increase complete:** we have increased our campus bandwidth sixfold since January 2008, and our capacity is now 2-6 times greater than our peers
- **myBucknell 2.0:** the new version of our University portal is highly customizable and has much deeper integration with even more campus systems, and includes a new events calendar
- **Google search comes to Bucknell:** added to the 2.0 version of *myBucknell* and the public website
- **New Library & IT learning series for Faculty:** a new series of workshops for faculty on information literacy and instructional technology topics
- **Expanded support for Digital Video and Geographic Information Systems (GIS):** we have added a GIS specialist and a digital video specialist to ITEC, as well as new equipment and upgraded facilities to support faculty and student projects
- **Blackboard 9 upgrade successfully implemented**
- **Many new Library Databases:** significant new acquisitions, including Oxford Language Dictionaries Online, The Economist Historical Archive, and several historical full-text news indexes
- **Digital Initiatives:** We have begun migrating from Luna Insight to Fedora for managing digital collections, and have begun digitization projects for Bucknell theses and early University publications

These projects could not have been completed without hard work and commitment from Library and IT staff, and collaboration with other campus departments. In this issue, you'll read about the outcomes of some of these projects, and the impact that they have on the administrative and academic community here at Bucknell.

Many of the articles in this issue focus on Library and IT's connection to the academic core of the university. Part of our ongoing mission is to support Bucknell academics and offer leadership in the areas of instructional technology and information literacy/technological competency. We hope you enjoy reading about the exciting and important developments in this area, as well as ways we're innovating in other arenas.

Library and IT is always looking for input from our community about how we can improve our services and meet the needs of our users. My door (on Level Two of the Library) is always open, and I welcome the opportunity to discuss any aspect of Library and IT.

Cheers, Param

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and technology tools and trends. Future opportunities include the possibility of “embedded” librarians within team-taught courses to enhance interdisciplinary connections. The new online Information Literacy Toolkit (www.bucknell.edu/x48507.xml) connects faculty with information and resources to support teaching these essential skills.

Assessing Information Literacy Skills

In 2008, we began gathering data to assess students’ information literacy skills by participating in the Higher Education Data Sharing consortium’s Research Practices Survey. Library & IT administered the survey to all first-year and senior students in the fall semester of 2008, and we are doing so again this fall. Our goal is to gain insight about students’ experiences and proficiencies in conducting academic research. Preliminary data from 2008, coupled with data from future implementations of this survey, will help us continue to make informed decisions to

enhance students’ information literacy skills.

Ongoing evaluation of our instruction program guides planning and helps us improve instructional efforts and respond to changing needs. We gather anecdotal feedback about library instruction sessions through student evaluations and faculty comments. In some sessions, we use clickers to reinforce and assess student learning in the classroom.

Looking ahead

Our next steps include creating digital learning objects, brief instructional clips targeted to enhancing instruction for independent learners, and utilizing the tools embedded within Blackboard to improve the in- and out-of-classroom learning experience. Librarians and instructional technologists look forward to creating partnerships with faculty, students, and administrators to build information literacy skills that prepare students for success, now and in their future endeavors.

*“... explore
new ways to
incorporate
information
literacy compo-
nents into
courses.”*

BUCKNELL COLLABORATIVE EFFORT WINS AWARD FOR INNOVATION IN TEACHING INFORMATION LITERACY

by Kathleen McQuiston, Assistant Director for Research Services

David Del Testa, assistant professor of history at Bucknell, and Abby Clobridge, former Digital Initiatives Librarian at Bucknell were awarded the 2009 Association of College and Research Libraries (ACRL) Instruction Section Innovation Award for their World War II Poster Project, a six-week learning module embedded within an introductory history course, “Thinking about History.”

This prestigious award recognizes a project that demonstrates creative, innovative or unique approaches to information literacy instruction or programming. According to ACRL, the Bucknell World War II Poster Project was chosen because of “its creative and collaborative approach to research, information literacy and technological

skills within the context of an introductory history course and a special collection.”

During the six week project, students analyzed, cataloged, digitized and conducted research on primary source materials, namely original World War II posters from the Library’s Special Collections. Teaching the actual module was a team effort including Professor Del Testa, librarians, the curator of Special Collections, and instructional technologists.

To learn more about the ACRL Instruction Section Innovation Award: www.ala.org/ala/newspresscenter/news/pressreleases2009/march2009/acrlww2.cfm

To learn more about the World War II Poster Project: www.bucknell.edu/x36100.xml

FIRST YEAR ORIENTATION IN THE LIBRARY

by Jim Van Fleet, Librarian for the Sciences and Engineering



ENCHETUIN

Library and IT has always sought a presence in first year student orientation events. Planning for the Fall 2009 orientation began as early as April with the cooperation of Amy Badal and Susan Hopp from the Dean of Students Office, and the encouragement of Carrie Rampp, Director of Library Services. Jason Snyder, who chairs Library and IT's Student Advisory Group, led the effort to bring orientation activities into the Bertrand Library building, and incorporate the skills of numerous Library and IT staff volunteers, as well as Dining Services and Facilities personnel.

One innovation was holding our orientation event on a Sunday evening, when students had no scheduling conflicts. Orientation Assistants brought the students from their previous activity directly to the Library, where they found a very lively event in progress. The evening was described as carefully planned "extreme craziness," and certainly showcased the Library as a welcoming place, with a wide variety of spaces and uses. Summer renovations had cleared some large areas of the building, which have now become much needed study space and added seating. During orientation, these spaces hosted country line dancing lessons for students, a large game of bingo, and a blues/rock band. In fact, the music was provided by Reverend BlueJeans, a band comprised mostly of

Library and IT staff.

Our orientation event included ice cream and beverages provided by Dining Services and cookies throughout the building. We are very grateful to our Facilities staff who helped with the elaborate set up and clean up as well. No one using the Library Monday morning would have guessed we had hosted a wild party the night before.

In addition to the prizes awarded, which included portable hard drives, an iPod, and iTunes gift cards, the Library had other "take aways" in mind for this event. There were displays and exhibits throughout the building highlighting all of our service points. The twenty Library and IT staff volunteers, from almost every part of the organization, were very visible and interacted with many first year students. The Library instructional lab hosted a series of quick, focused training sessions called Technology Tips and Tricks, and these were so popular that every seat was filled and students had to be asked to wait for the next available session.

The orientation event energized many students to become "fans" of the library on Facebook, and the initial feedback received by the Dean of Students Office rated the event "good to excellent." One outcome of note is that the Bertrand Library's "gate count" of students entering the building is up 11% over the start of the semester last year. Our goal was to make the Library *the* place on campus to visit, and that has been a success.

The approach was novel and fresh, and the goals were ambitious; never before had the entire first year class been invited into the Library all together at one time. We felt a sense of accomplishment knowing that the students chose to remain for several hours and that they left happy, entertained, and better informed.

THE GLADYS BROOKS FUND PROVIDES SUPPORT FOR NEW FACULTY AND NEW COURSES

by Jennifer Clarke,
Assistant Director, Library
Collection Development &
Access Services



The Gladys Brooks fund enables the Bertrand Library to work with faculty to build core collections for new courses and to add depth and/or new perspectives to existing collections. Requests for new materials are approved up to \$3,000.

Professor Joe Meiser joined Bucknell's faculty in the summer of 2009, and is teaching courses in sculpture and drawing. He requested Gladys Brooks fund support to acquire materials for a new course in 3-D modeling, and to provide a knowledge base for the effective integration of community-based initiatives into existing courses. These acquisitions also bolster the



myBUCKNELL 2.0

by Greg Amarante, Systems Integrator



Over the past year, the Online Services Team of Library & IT collaborated with the Office of Communications and representatives from the campus community to deliver *myBucknell 2.0*, the brand new version of our campus portal. Online Services has molded *myBucknell* into a fun, functional, feature-rich site for the Bucknell community. In order to maximize your experience with *myBucknell*, we offer the following guide.

Left-Hand Navigation Menu:

There are two sections to this menu. The orange, upper half of the navigation menu gives you access to our new Google-powered search engine and campus web pages full of Bucknell-related information. The lower half has collapsible submenus that allow fast access to in-demand features and systems. You can also add your own links to “My Links” for more immediate access to the sites you frequent. If you have ever wondered what the status of your various accounts are, then you’ll love the information provided under “My Accounts.”

Gadget: *myBucknell* delivers information to you via *gadgets*. There are various types of gadgets that can

be easily added by clicking on “Add a Gadget” under “Featured Gadgets”. You can preview each gadget before adding it to your page. You can also rearrange the Gadgets on your tab by simply clicking on the title and dragging it to a new location.

We recommend the following gadgets that may be of interest to you: My Blackboard, Free iTunes Downloads, Movies and Show Times, News and Publications.

Log in once: Our new authentication service makes it possible to be logged in to multiple systems at the same time. When you authenticate to any of the following systems, you are automatically authenticated to all of them: *myBucknell*, Blackboard, Webmail, and BannerWeb. We cannot stress enough the importance of *closing your browser* whenever you want to complete the logout process. Because of the way the system operates, this is the only way to ensure that someone cannot resume your authenticated session on a public computer and assume your identity.

Tabs: Depending on your role(s) (Student/Staff/Faculty/Parent) you will see one or more tabs in *myBucknell*. You may also add a personal tab and add gadgets to it.

Whether you’re looking for the latest news or today’s movie showtimes, wondering what’s for lunch, or accessing your personal data, *myBucknell* is the place to go. Ultimately, we hope you agree that we put the “fun” in “functional.” Log in soon and send us your comments and suggestions using the feedback link in the upper right corner of the page.

Ultimately, we hope you agree that we put the “fun” in “functional.”

Bertrand Library’s collection of materials on the contemporary practice of sculpture.

Receiving the support of the Gladys Brooks Fund has been a tremendous asset to my classes. It has enabled me to purchase a range of recently published books on contemporary sculpture. I have already drawn heavily upon the content of these books in my lectures, and my students are making frequent use of [them] in their writing assignments.

The discipline of sculpture is rapidly evolving, and I want to be sure that my students are getting the most relevant and up to date education on the subject;

I feel that having access to the most current written material ... is instrumental in accomplishing this objective. I am grateful for the support of the Gladys Brooks Fund, It has already made an exceedingly positive impact on my classes.

— Joe Meiser, Assistant Professor of Art and Art History

To apply, see the Gladys Brooks Fund Request Form (www.bucknell.edu/x12040.xml) and/or contact your Liaison Librarian.

NEW LIBRARY AND IT STAFF

by Lynda Thaler, *Cataloging and Acquisitions Specialist*



BRODY SELLECK, Instructional Design Librarian

The Bertrand Library is pleased to welcome Brody Selleck '07 back to his alma mater as Instructional Design Librarian. Brody defines his role as a bridge between librarians and instructional technologists. While an undergraduate at Bucknell, Brody was a student manager in Circulation and was active on the library's Student Advisory Group and the University Library Committee. Involvement with those groups sparked an interest in librarianship that led him to the University of North Carolina, where he earned his MLS.

Because Brody was a Bucknell student not long ago, he easily identifies with expectations among students. He believes that instructional technologies most akin to where students actually live can enhance the teaching and learning continuum. For instance, he sees that mobile devices, such as Blackberries and iPhones, have altered the experience of incoming students by giving them anytime/anywhere access. Also, Brody recommends further exploration of Blackboard's new tools and capabilities, including blogging and mobile features. As a member of the newest generation of librarians, Brody is among those who will mainstream digital collections, audio and video clips, and electronic texts into the world of the researcher.



DAN HEUER, ILL Specialist/Evening Circulation Supervisor

Dan Heuer has assumed the position of ILL Specialist/Evening Circulation Supervisor. Dan earned his B.S. in Geology and B.A. in Spanish from Bucknell in 2007, staying on to complete his M.A. in American Literature in 2009. While a graduate student, he worked as a reference desk assistant. From that perspective, he became familiar with library policy and procedures, catalog and database searching, and student research needs.

This knowledge and set of skills will enhance service to patrons who seek access to library materials, whether held in the Bertrand Library or elsewhere. He joins interlibrary loan at a time when virtually all journal articles requested via ILLiad are delivered electronically, and as ILL for books has largely moved to time-saving, self-service options. Dan's technology and research skills are a real asset in moving us forward as the library's access services become increasingly diversified. ILL activity can inform collection development policy, so Dan takes seriously his responsibility to alert collection development staff when the library apparently lacks content in subject areas with a high volume of interlibrary loan requests.



JANINE GLATHAR, GIS Specialist

Most students have used MapQuest, Google Earth, and GPS devices, all popular and friendly applications of GIS (geographic information systems). Faculty are actively adding that spatial dimension to classroom instruction, and Janine Glathar, Library & IT's GIS Specialist, has been hired as their expert consultant. Janine was most recently employed as GIS senior manager at a non-profit social services organization in Philadelphia, where she used GIS data to map services to needs. She has a B.A. in European History and Russian Language/Area Studies and is completing a Masters in Environmental Studies, both from the University of Pennsylvania.

With GIS a major growth sector in the economy, Bucknell is responding to the need for students to develop not just information literacy, but "spatial literacy" as well. Spatial literacy can be introduced into the learning experience for virtually any subject, and Janine found pent-up demand for her specialty upon arrival at Bucknell. Janine, as a member of ITEC, will collaborate with faculty on classroom or research use of GIS technologies. She is pleased that students are expanding their geographic knowledge by using sophisticated tools (Bucknell uses ArcGIS), sharpening evaluative skills in GIS teaching labs, and incorporating GIS into their classroom and research projects. Faculty and students alike will find Janine to be a dynamic member of the Bucknell GIS community.

MARK YERGER, Director of Enterprise Systems

An enterprise system is comprised of the technology providing core services and information flow across any organization. Core services depend on reliable data collection, storage, presentation, and reporting. Examples of enterprise systems in use at Bucknell include Banner, myBucknell, and other software applications that support activities as diverse as dining services and ticketing. As the new Director of Enterprise Systems, Mark Yerger oversees the operational integrity and long-term direction of these systems. Before coming to Bucknell, Mark worked as an independent consultant in the retail arena, where he led enterprise level project management efforts. He earned a B.S. in Business and Economics from Susquehanna University and an MBA from Drexel University.

Mark will be managing the Operational Data Store (ODS), Enterprise Data Warehouse (EDW), and document imaging initiatives. The ODS/EDW project will provide better data definition and historical analysis capabilities. Document imaging, now in development, will enable electronic viewing and management of administrative documents. Initially, this will be of particular benefit to staff from Admissions or Development and Alumni Relations, and others who frequently travel. To his delight, Mark has already made many connections with faculty and staff on campus.

**HEIDI SCHUERGER, Data Warehouse Project Manager/Database Administrator**

Library & IT is laying the groundwork for sophisticated reporting and valuable historical analysis of campus-wide administrative data. Bucknell has licensed SunGard's Operational Data Store (ODS) and Enterprise Data Warehouse (EDW). Heidi Schuerger, who gained technical training from the U.S. Marine Corps and related work experience at Middlebury College, has been hired to implement these systems.

During the current phase of the project, Heidi is overseeing the building of a test environment with vendor-supplied reporting features for use with data loaded from Banner. It is anticipated that most administrative needs will be met once basic functionality is achieved and training is conducted. During the next phase, data in subsets not delivered by the vendor will be integrated to produce customized reports.

In Heidi's view, the need for historical perspective has been increasing as data proliferates and begs for analysis. The use of data warehousing reflects a trend by higher education to operate on a business model. By gathering data into summaries, taking snapshots of it periodically, extracting and then manipulating it, educational institutions such as Bucknell can make informed decisions to their advantage.

**MATTHEW "WILL" WILLIAMS, Network Administrator**

Serving in South Korea for four and a half years with the U.S. Army rerouted Matthew "Will" Williams onto a different career path and honed the skills he needed to become Network Administrator with Library & IT. Will has a B.F.A. in Visual Communication Design: Computer Imaging, but in the armed forces, he oversaw network and data link operations, advancing to mid-level management. To further advance his new skill set, Will earned a second bachelor's degree in Network Systems Administration, along with several networking certifications.

Will finds his current job responsibilities, where he is surrounded by a wide array of technology, to be a welcome expansion of what he experienced while in the Army. His focus is to provide reliable network service by monitoring network traffic and bandwidth use, troubleshoot and resolve network problems, and maintain network equipment. Will also shares back-up and on-call responsibilities and is among those who respond to cases submitted to the Tech Desk. He is on board with the goal of preventing network failure by proactively implementing redundancy. Wireless technology, Will thinks, is calling everyone to attention. Adjusting to a more flexible work environment has not been a hard transition for Will; learning to be a Bucknell sports fan shouldn't be either.





STUDENT EMPLOYEE PROFILE: HOLLY SCHOCH '12

by Meredith Field, Instructional Technologist for Digital Media

Holly Schoch '12, a sophomore with majors in International Relations/Spanish and a minor in Italian, says that she came to Bucknell because of Bertrand Library. "I walked in [to the library] and I [thought], this is heaven. I loved it." A true lover of books, she published a murder mystery before graduating from high school, once read fourteen books in a single month, and currently writes for The Bucknellian – activities that will aid in of her pursuit of a degree in International Law. Don't mistake Holly for the standard book nerd; she's secretly a technology geek. The daughter of a Cisco Systems Engineer, Holly became technologically savvy at an early age, and she puts those skills to work every day as a Student Assistant at the Equipment Services desk.

She also uses her technology skills in her extra-curricular activities. As the local and state Vice

President of Phi Beta Lambda (PBL), "the largest collegiate business student organization in the world," Holly participates in regular statewide executive board meetings via phone and video conferencing, as well as using technology to present at state and national conferences. Last year she helped establish the Bucknell chapter of PBL, which won national awards in Emerging Business Issues and Computer Concepts, and this year she is responsible for obtaining corporate sponsorship for Pennsylvania PBL. "Pretty much all of our communication relies on technology," Holly said. "I've always loved technology...but I have this really uncanny ability to break any piece of equipment that's mine." Holly assures me that she has not broken anything that belongs to Library and IT. I believe her, because she has been a spectacular asset to Equipment Services since she joined us a year ago.