

Spring 2016

# The Next Page

Library and Information Technology

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## Multimodal Storytelling in the Curriculum

by Brianna Derr, Instructional Technologist Specializing in Video | [brianna.derr@bucknell.edu](mailto:brianna.derr@bucknell.edu)

**M**ultimodal storytelling combines the use of narration, images, audio, and other elements to magnify the process of storytelling. It is an empowering form of communication, which teaches critical thinking and digital literacy skills, enhances audio-visual rhetoric, develops writing and oral communication, and aids in articulation and self-reflection.

In Fall 2015, Professors Ron Smith (International Relations) and Agnes Jasinska (Psychology) developed successful uses of two different multimodal storytelling techniques within their disciplines. Agnes focused on digital essays, while Ron focused on the documentary short. I interviewed them regarding their experiences with multimodal storytelling and here is what they had to say about the process, technology, and the student experience.

**Please describe very briefly the nature of the technology-based assignment you created for your course.**

**AJ:** Students created and presented digital essays on a topic of their choice of relevance to Neuroethics and Cognitive Control. The assignment included: researching the topic; writing a narration and submitting it for the instructor's feedback; recording the audio of the final draft of the narration; and locating appropriate images to illustrate the ideas in the essay. This resulted in a five-to-eight minute digital essay that was presented to the class.

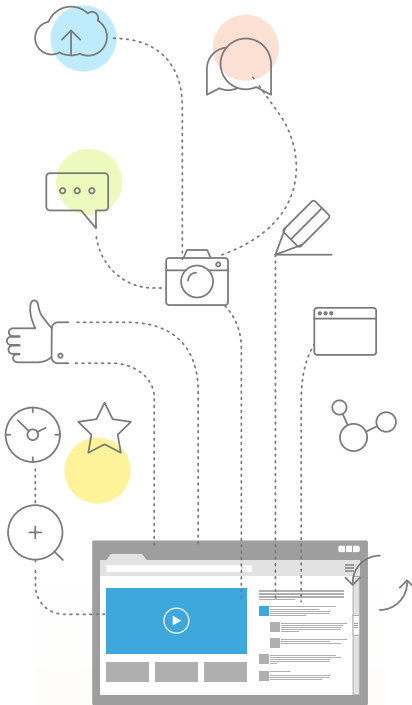
**RS:** For this course, my students were asked to make short video documentaries in small groups. We were aiming for around five minutes per video, and these projects were centered around large themes that we defined the first week of class. The documentaries would require that students make contact by Skype with people in the Gaza Strip, in Palestine. This assignment was designed to make real the political struggles we study in International Relations and Middle East Studies, and to humanize the people suffering the consequences of these policies.

**What were your learning objectives for this assignment?**

**AJ:** Students learned how to research a topic, how to think critically about different aspects of this topic, and how to communicate their knowledge and reflections in a clear and logical way. In addition, students learned to use multimedia technology to both reflect on and communicate a scientific topic. Students also improved their scientific writing by working on the narration draft and getting the instructor's feedback.

**RS:** My hope was that the video documentaries would make the abstract ideas that we study real to them, and to transport my students to a far-away place that they had only heard about on the news. I thought that talking to people on the ground in Gaza would increase student engagement by having key participants that could talk about their own experiences, and would develop a sense of responsibility to the people they were in touch with. I also hoped the project would create long-lasting connections between students and others in the two sites.

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# From the Vice President for Library and Information Technology

In January, the Library and Information Technology team adopted new mission and vision statements.

## Mission Statement

Library and Information Technology provides leadership, resources, and expertise that empower Bucknell students, faculty, and staff to engage in intellectual exploration, to create and share knowledge, and to implement solutions that further the University's mission.

## Vision Statement

To be a leader in higher education by driving innovation and exploration for our students, faculty, and staff.

These will guide us in our strategic initiatives, and will help us focus in an era of increasing demands for our services and expertise. I want to share with you a few initiatives which exemplify our vision and mission statements.

## Bucknell Digital Scholarship Conference

Last November, Bucknell University hosted its second annual Digital Scholarship Conference. Our commitment to research and its impact on students and teaching at Bucknell was evident in the conference theme: "Collaborating Digitally: Engaging Students in Public Scholarship." The conference brought together over 160 practitioners from 57 institutions to discuss challenges, share working models, reflect on projects, and inspire new avenues for actively including students in public scholarly pursuits.

It is unusual to see faculty, administrators, instructional technologists, librarians, archivists, and students at the same conference, but at #BUDSC15, they all attended and were equally engaged in rich discussions. Our keynote speaker, Micki Kaufman, had conversations with students over lunch, and attended student presentations while providing encouraging feedback on their innovative digital projects. The informal conversations the attendees had over two days were as valuable as the conference presentations. In this issue, you can also read about our pre-conference workshops and a sample of over 1,600 conference tweets.

## Big Data and Predictive Analytics

The application of advanced analytics is happening all around us. We are surrounded by "machine learning" and often don't even know it. Think about the last time you posted a picture online. How did the website tag your friends? The answer is computing power, supervised and unsupervised statistical techniques, and the use of big data.

For colleges and universities, there are a number of questions that can be addressed with the use of analytics at any given point in the postsecondary student enrollment lifecycle. Some questions include: How do colleges and universities (CU) get the best students? How will increasing student diversity impact retention? How do CUs proactively identify struggling students to help them succeed and encourage student engagement? What can CUs do to increase alumni interaction and donations? At Bucknell University, our efforts are focused on analyzing and improving student engagement and success through the use of big data and advanced analytics. In the coming months we will be publishing our findings in a paper. Stay tuned!

## Faculty Scholarship Reception

Library and IT held a reception honoring published faculty from thirty five departments. On March 3rd, we celebrated faculty scholarship with a focus on published journal articles, exhibits, performances, films, and other works. We had 233 submissions from 133 faculty. The faculty whose work we recognized can be found at [facultybloggers.blogs.bucknell.edu](http://facultybloggers.blogs.bucknell.edu).

If you would like to discuss any of these initiatives, feel free to email me at [param.bedi@bucknell.edu](mailto:param.bedi@bucknell.edu)

Cheers, Param

## MFA: Not Just For Artists Anymore

■ by *Bud Hiller, Manager of Technology Desk* | [bud.hiller@bucknell.edu](mailto:bud.hiller@bucknell.edu)

For some users across campus, a new era in campus security dawned in December. Library and IT rolled out multi-factor authentication (MFA) to a limited group of staff. In January and March, the number in that group expanded considerably, and MFA became required to access any service that uses Central Authentication Service (CAS). Currently, over 500 Bucknellians are MFA-enabled.

While new to Bucknell, MFA is a security standard that has been available for years across the web. Some organizations, including Google, have called it “2-step verification.”

Amazon Web Services gives a very concise definition of the process here:

*... Multi-Factor Authentication (MFA) is a simple best practice that adds an extra layer of protection on top of your username and password. With MFA enabled, when a user signs in . . . they will be prompted for their username and password (the first factor—what they know), as well as for an authentication code from their MFA device (the second factor—what they have). Taken together, these multiple factors provide increased security for your account settings and resources.<sup>1</sup>*

At Bucknell, there are a variety of options for this second factor. When enrolled, the only device is the standard desk phone, but users may add an app on either iPhones or Androids, a phone call to a cell phone or another desk phone, or a hardware token (also called a YubiKey).

After enrolling and setting up these devices, the user signs in to email, myBucknell, or any of the other on-campus services that require authentication through the CAS page. At that point, the user selects which other method of authentication works best, authenticates, and logs in.

The purpose of the entire process is to ensure a higher level of security for users and for the information that the campus owns. If by chance some nefarious organization or individual gains access to a Bucknell MFA-enabled account’s username and password, and tries to log in, the second factor of authentication would kick in. Without this second factor, access would be denied and data would be safe.

<sup>1</sup><https://aws.amazon.com/iam/details/mfa/>



## There’s Snow Business Like Software Management

■ by *Dave Kline, Technology Support Specialist* | [dave.kline@bucknell.edu](mailto:dave.kline@bucknell.edu)



Software should be looked at in three ways: software that is licensed, software that is installed, and software that is actively used. In a university environment, such as Bucknell’s, which consists of hundreds of software titles and thousands of users, these lists can be difficult to manage. If an organization is not fully aware of what software has been licensed, or who is using it, the organization may be non-compliant or may have over-spent by purchasing more licenses than necessary. Neither position is favorable.

Many software companies have reached market saturation and have turned to audits to increase their revenue. In the event of an audit, an organization is responsible for producing specific documentation, which demonstrates compliance. If there are more installations than licenses, an organization could potentially face significant fines per software title in addition to required true-up fees.

In an effort to proactively understand our license position, Bucknell has licensed Snow Software, an award-winning IT asset management tool. Snow Software will allow Library and IT to digitally organize and store relevant software documentation, minimizing the University’s risk exposure.

While legal compliance is important, another benefit of software management is financial savings. Comparing inventoried software against that which is installed and/or actively used allows an organization to make better, data-driven decisions regarding software investment. This data allows for a factual determination of whether or not an organization is getting its money’s worth out of a campus-wide license, for instance. Should installation and usage be lower than expected, an organization may choose to renegotiate their agreement upon renewal, freeing up funds for other needs.

# Students First: Framing Information Literacy

by Nancy Frazier, Instructional Services Librarian | [nancy.frazier@bucknell.edu](mailto:nancy.frazier@bucknell.edu), Jill Hallam-Miller, Blended Learning Librarian | [jill.hallam-miller@bucknell.edu](mailto:jill.hallam-miller@bucknell.edu), Ben Hoover, Evening Library Services Specialist | [bahoover@bucknell.edu](mailto:bahoover@bucknell.edu)

In Summer 2015, Research Services librarians at Bucknell University collaborated on a project to re-conceptualize the Framework for Information Literacy for Higher Education (Association of College & Research Libraries) to make its core concepts accessible to students. We chose to incorporate the major ideas into posters that would be visible in the library classroom and useful for instruction.

From the beginning of this project, it was important to us to make the final product available to the academic library community. We decided to make the original files shareable in a format that nearly anyone could access and manipulate, and added Creative Commons licenses to the posters to make them reusable and re-mixable.

Each of the six posters represents a frame (e.g. Research as Inquiry, Authority is Constructed and Contextual, etc.), and contains related questions. For example, the Research as Inquiry poster (shown here) prompts students to consider various facets of a research topic. We want students to reflect on the poster questions as they engage in the research process, either as part of an information literacy session with a librarian, or independently when they use the library lab.

Since September 2015, when the posters were shared through various librarian networks and social media, we have received feedback from librarians who are excited about using and modifying the posters. We have also begun to incorporate the posters into our own information literacy sessions.

Research by Subject guide with Framework posters: [researchbysubject.bucknell.edu/framework](http://researchbysubject.bucknell.edu/framework)



## New WorldCat Interface Coming Soon



We are moving to WorldCat Discovery, the new version of the WorldCat Library Catalog. The catalog search box will appear similar, but your search results will have a new look. Some of the buttons and links you are used to will be moving around, but all the functions of the WorldCat catalog will still be available. To try a beta test of the new Discovery tool, go to our Research by Subject<sup>1</sup> page to find a new module with a link to Discovery<sup>2</sup>. We think you will like the new catalog; it searches many more subject databases at once and provides your search results as one list. We invite your feedback; please let us know what you think of Discovery at [library@bucknell.edu](mailto:library@bucknell.edu).

<sup>1</sup>[researchbysubject.bucknell.edu](http://researchbysubject.bucknell.edu)

<sup>2</sup>[bucknell.on.worldcat.org/discovery](http://bucknell.on.worldcat.org/discovery)

## Werner Pfeiffer Exhibit: *Are Books Obsolete?*

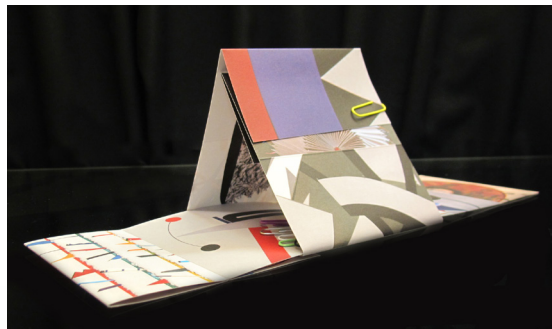
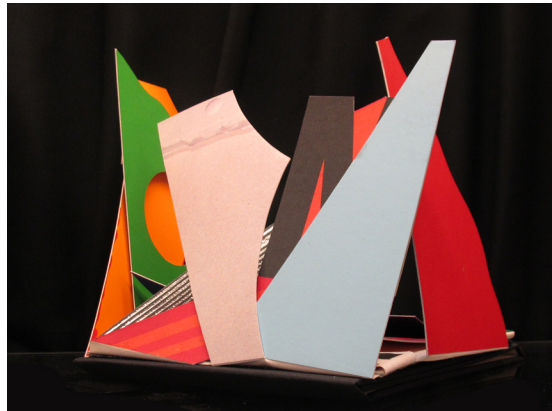
■ by Tom Bonan '17, Special Collections/University Archives Student Assistant

We are fortunate to have artist Werner Pfeiffer's exhibit, *Are Books Obsolete?* as the Spring 2016 Special Collections/University Archives exhibit in Bertrand Library. Special Collections/University Archives has collaborated with Pfeiffer to exhibit both his book objects (on the Main Level) and artists' books from Special Collections' holdings of his book art in the department's exhibit area on Lower Level I.

Pfeiffer's book objects remind us that the book is not as static a symbol and object of knowledge as we might think. In fact, we are in the midst of a revolution that might realize the end of the book. This is what Pfeiffer wants us to realize as we view his work. He explores "today's dramatic technological upheaval" of "the meaning and future of the book through his book objects."

Pfeiffer dramatically defaces and destroys books—not as an enemy of knowledge, but as a concerned citizen that understands the power that these complex objects have. His book objects can shock the viewer in a way that the quiet disruption of screens cannot. It is one thing to relish the decline of the book in silence, but it is quite another to see dozens of books symbolically destroyed right in front of your eyes.

*Are Books Obsolete?* will be on display from now until May 31. An exhibit catalogue designed by the artist describing his background, art work, and artists' books is available to guide you through the exhibit. On **April 13 at 4:30 p.m.**, there will be a reception and talk by Mr. Pfeiffer.



# Bucknell's Digital Scholarship Conference Enhances Opportunities for Inter-Institutional Collaboration

■ by Carrie Johnston, CLIR Postdoctoral Fellow in Digital Scholarship | [carrie.johnston@bucknell.edu](mailto:carrie.johnston@bucknell.edu) and Emily Sherwood, Assistant Director of Instructional Technology | [emily.sherwood@bucknell.edu](mailto:emily.sherwood@bucknell.edu)

**B**ased on the feedback from 2014's inaugural conference, Library and IT added a number of pre-conference skill-building workshops to Bucknell's 2015 Digital Scholarship Conference. In the days leading up to the conference, fourteen digital scholarship facilitators from ten institutions met at Bucknell to plan and run the pre-conference workshops. The collaborative effort resulted in a Course Design and Implementation workshop, in which participants developed best practices for designing and implementing digitally-inflected courses; a Podcasting session that designed audio storytelling assignments; and an introduction to using Omeka in the classroom. Two video workshops were also offered, including instruction on designing student-generated video storytelling projects and producing video on mobile devices.

These resources will be made public as Open Educational Resources for others interested in running similar programming or including the methodologies in their classrooms. The impetus for the workshops--and specifically the collaborative approach to design and instruction--arose out of an acknowledgement that many institutions need to facilitate these types of programs, but the vast number of technologies available makes it challenging for any one school to provide adequate coverage. Drawing on a range of expertise from facilitators around the country, Bucknell's Digital Scholarship Conference offered one model for how to meet that challenge: through inter-institutional collaboration.

For more information on the conference, see [dsconf.blogs.bucknell.edu](http://dsconf.blogs.bucknell.edu)

## Multimodal Storytelling in the Curriculum... *(continued from P1)*

### *To what extent were the objectives of the class satisfied?*

**AJ:** The assignment was challenging and it took a fair amount of work. Brianna Derr led hands-on instructional sessions in the video editing lab, and Carrie Pirmann, Social Sciences Librarian, talked to the students about copyright and the proper use of images. Perhaps most importantly, students took great pride in their work. They took turns presenting the essays to the class in the last week. Each presentation was followed by a short class discussion, which allowed the whole class to learn more about the topic that each student chose to explore.

### *What were some challenges of the documentary short process?*

**RS:** Making a documentary, short or otherwise, is a great deal of work! The main challenges were setting expectations for what they could hope to produce, and managing time in a class with students for whom this was their first encounter with the region, while simultaneously introducing video production concepts, and making enough time to critically analyze the videos they produced.

If you are interested in multimodal storytelling in the curriculum please contact Brianna Derr: [brianna.derr@bucknell.edu](mailto:brianna.derr@bucknell.edu).

Professor Smith's students' video can be seen at: <https://goo.gl/k8wrVf>.



## RefWorks Gets a New Look

RefWorks bibliographic management software is undergoing a complete redesign, and will look quite different in September 2016. Current RefWorks users will need to sign up for a new account, and there will be a simple procedure to transfer your old RefWorks folders to your new account. Users may begin making this upgrade in the second quarter of 2016, and may try the new RefWorks while maintaining existing legacy accounts. The new RefWorks URL is [refworks.proquest.com](http://refworks.proquest.com). Bertrand Library will be providing training and help sessions for the new Refworks beginning this summer. If you decide to make the switch, please let us know what you think of the new software by emailing [refworks@bucknell.edu](mailto:refworks@bucknell.edu).

## New Library and Information Technology Staff



### **EIR DANIELSON, Temporary Project Archivist**

Eir joined Library and Information Technology in October as a Temporary Project Archivist in Special Collections/University Archives. Prior to working at Bucknell, she worked at the Public Library for Union County in Lewisburg as Development Coordinator. Before moving to Lewisburg, she lived in New Orleans and was a fundraiser with Gulf Restoration Network and Ogden Museum of Southern Art. Eir holds an M.L.I.S. with a concentration in archival studies from the University of Wisconsin, Milwaukee. She has a B.F.A. in visual art with a concentration in nontoxic printmaking from the College of Santa Fe. While working to bring broader access to the university's institutional records, she is enjoying getting to know the events and characters that make Bucknell University what it is today. Outside of work, Eir spends time playing and pretending with her son.



### **VINCE EVANS, Programmer Analyst**

Vince joined Library and Information Technology in October as a Programmer Analyst for the Enterprise Systems Development team. Prior to joining Bucknell, he lived in the Lehigh Valley and worked as a web developer in the advertising industry as well as developing many of his own projects, including mobile apps and a video trivia game. Vince has a Bachelor's degree in Computer Science from Strayer University and enjoys the opportunity for innovation that programming provides. Here at Bucknell, he is enjoying meeting lots of people and is looking forward to collaborating on many great projects. Vince was born and raised in rural Holdrege, Nebraska, before moving to the east coast to pursue a career in sports entertainment. In his spare time, he enjoys spending time with his family, traveling, and creating web projects.



### **BRANDON SEYMORE, Network Administrator**

Brandon joined Library and Information Technology in November as a Network Administrator. He started his career in the same position at Cable Services Inc. after graduating from Pennsylvania College of Technology in 2009 with a Bachelor of Science degree in IT: Network Specialist and a minor in Business Administration. He then moved into higher education at Lycoming College. Although Brandon is originally from Georgia, he grew up in Lewisburg, so he has an appreciation and fondness for Bucknell, and he is excited to continue his career at a university he holds in such high regard. He is also looking forward to collaborating with a team of individuals, instead of working independently. In his spare time, he enjoys bowling in a weekly league, playing guitar and billiards, and spending time with his family.



### **KEVIN WILLEY, Director of Enterprise Systems**

Kevin joined Library and Information Technology in January as the Director of Enterprise Systems. He comes to Bucknell from Geisinger Health System, where, as the IT Director of Best Practices, he was responsible for the Project Management Office, some IT compliance activities, and the adoption of IT better practices. Prior to that, Kevin worked as a project manager, consultant, and practice leader for Perot Systems Corporation, a global IT services firm now known as Dell Services. He began his career during college with General Motors Corporation. Kevin has a Bachelor's degree in Mechanical Engineering from the GMI Engineering and Management Institute and a Master's degree in Management from Walsh College. He holds Lean Certification, and is also certified in project management and the IT Infrastructure Library (ITIL). Born and raised in southeastern Michigan, Kevin relocated to Williamsport for work in 2000. He moved to Lewisburg in 2006, where he currently resides with his wife, Kim, and 6 year old daughter, Lauren.



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## This is what they had to say about us.....

Really excellent workshop with deliverables coming out of **#budsc15**.  
**Super impressed** with this team.  
<https://t.co/ACteDZlptb>  
[@HeidiKnoblauch](#)

Mind blown  
**#budsc15**  
[@sxflynn](#)

**63,138**  
total miles traveled to make it to **#BUDSC15**.  
[@BUDSConf](#)



Thanks and congrats to all the organizers of **#budsc15** - great little conference two years running.  
[@edremy](#)

What's better than a conference reception in an art gallery? **#budsc15**  
<https://t.co/fHxXxfXpEm>  
[@Robscz](#)

Loads of fun building a workshop w/ [@aamartines](#) at the **#BUDSC15** pre-con today. **Co-creating is bliss.**  
[@mirdigital](#)

Many students at **#budsc15** noted importance of ownership in projects. They don't just want to be research assistants. Good reminder! **#s4a**  
[@emilygwynne](#)