



Online Northwest
February 13, 2009

**Executive summaries from the twenty-sixth annual
Online Northwest Conference**

**Corvallis, Oregon
Friday, February 13th, 2009**

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Online Coordinators Committee

The Online Coordinators Committee was established by the Oregon University System Library Council to plan and oversee the Online Northwest Conference. The committee consists of one representative from each of the institutional libraries in the Oregon University System.

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Keynote Address | 9:00 am - 10:00 am

The New World of Persuasive Technology

Dr. BJ Fogg

This talk explains how today's technologies such as online video, Facebook and mobile phones, can be used to motivate and influence people.

Speaker Biography

Stanford University awarded Dr. BJ Fogg the Maccoby Prize in 1998 for four years of experimental research on how computers can change people's attitudes and behaviors. He then founded the Stanford Persuasive Technology Lab and began teaching at Stanford (Computer Science & School of Education) on his area of expertise. In addition to teaching and directing research on campus, Dr. Fogg leads innovation projects for Silicon Valley companies.

Dr. Fogg is the author of *Persuasive Technology: Using Computers to Change What We Think and Do*, a book that explains how computers can motivate and influence people. He is the co-editor of *Mobile Persuasion: 20 Perspectives on the Future of Behavior Change*.

Dr. Fogg's life's work is to shape technology innovation in ways that benefit the world and make people happier. He believes two principles are essential for achieving these goals: designing for simplicity and building relationships of trust. For each principle he has created practical frameworks that help designers create better products.

<http://www.bjfogg.com>

<http://captology.stanford.edu>

Session One | 10:15 am - 11:15 am

Soapbox, echo chamber, and salon: Social media and civic engagement

Anne-Marie Deitering, Oregon State University

Rachel Bridgewater, Reed College



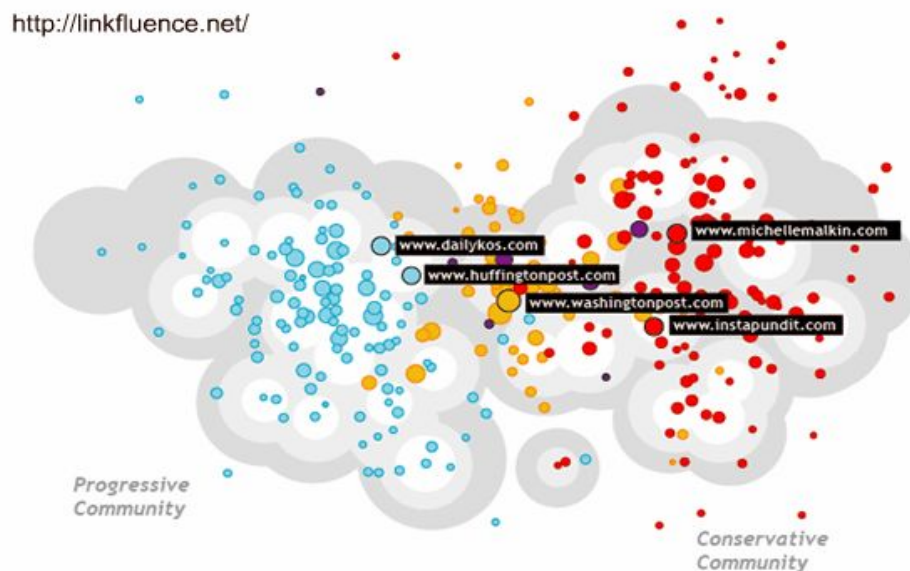
On September 26th 2008, some Americans sat down to watch the first Presidential debate with their laptops open, reading the constant stream of posts to the Twitter election site.

Others found their post-debate coverage on blogs. Over the next few days, video clips from CNN, CSPAN, Fox, MSNBC, Comedy Central, SNL and ordinary people were embedded, mixed, remixed, emailed and IM'ed from person to person across the social web.

This session will explore how social media shapes, changes, challenges and enriches our patrons' lives as citizens. Social media paradoxically increases the range of debate and discussion while simultaneously creating silos of partisan hackery.

The echo chamber

The "echo chamber" effect of online media has been a subject of discussion among librarians and others concerned about media literacy for years now. Online information sources are growing exponentially, in number and variety. The easiest way to make sense of this chaotic landscape can be to stick with ideas that are familiar and to insulate ourselves from ideas that challenge or annoy us. A network of like-minded bloggers all linking to each other and to the same news stories can create the illusion of consensus, the appearance of comprehensiveness.



These tightly networked communities of interest create environments that support the spread of false information. Even worse, true information can be just as problematic within the echo chamber because of the diversity of perspective that is excluded.

The soapbox

Just as the social web makes the echo chamber possible, it can also provide a powerful and legitimate alternative to the mainstream media. Many observers contend that the Fourth Estate has failed in recent years, that traditional media sources no longer provide the rigorous oversight of the government citizens need to make informed choices.

On the social web, new media entities like Talking Points Memo and Huffington Post combine elements of traditional journalism with user created commentary and other social content. Traditional, single-authored blogs seem almost old-school in this environment. Microblogging sites like Twitter, social networking sites like Facebook, video sharing sites like YouTube all provide the average citizen with soapboxes from which they can launch, or re-launch, conversations they feel have been silenced by the traditional media.

The salon

In this session, we want to explore the skills and practices citizens need to employ to use participatory media to engage in conversations that enrich their civic and intellectual lives, while minimizing the echo chamber effect of the social web. Sorting through the terrifically complex issues presented by social media requires strong information literacy skills:

- what constitutes truth?
- what is evidence and how do you recognize it?
- how can you hear the signal in the noise among people with radically different beliefs than yours?

Given our role in creating and supporting an informed citizenry, libraries of all have a clear stake in discussing how social media is transforming this area of American life.

Speaker biographies

Anne-Marie Deitering is the Franklin McEdward Professor for Undergraduate Learning Initiatives at Oregon State University Libraries.

Rachel Bridgewater is the Electronic Resources Librarian at Reed College in Portland.

Technology and Innovation in Today's Academic Media Center

John Vallier, University of Washington

What is the role of the audiovisual (av) media center in today's 21st Century research library? As users become more and more adept at accessing movies and music outside

of the environs of a library setting, does the academic media center become obsolete? Or can academic media centers position themselves as a unique portal for academic communities to access, research, and make use of today's sometimes bewildering blitz of av resources?

At the University of Washington Libraries, the Media Center—which houses the UW's main collection of audiovisual recordings—is attempting to fend off obsolescence by reinventing and contemporizing itself through a series of technological applications and access-oriented services, such as:

- A streaming audio and audiovisual course reserves pilot project;
- A promotional YouTube channel featuring highlights of the collection;
- A Netflix subscription service for instructors;
- Two blogs, one for news and one for student written media reviews;
- An iTunes jukebox with over 60,000 tracks accessible via our wireless network and an AppleTV listening station;
- A curated portal of free *and* legal online av resources;
- A palate of variety of media discovery tools, including genre links and WorldCat Local.

With this presentation I will describe how these and other initiatives are enabling the UW Libraries Media Center to break out of its brick and mortar setting and situate itself on the cutting edge of academic discovery.

Speaker Biography

John Vallier is Head of Distributed Media Services at the University of Washington Libraries. In this role John oversees collections and operations for the Media Center, the UW's main audiovisual media collection, and works to develop audiovisual technologies and collections across the campus. He has written for All Music Guide, Library Quarterly, European Meetings in Ethnomusicology, Society for Ethnomusicology, and the International Association of Sound and Audiovisual Archives. Before coming to the UW, John was Archivist at the UCLA Ethnomusicology Archive (2002-2006). He received his MLIS and MA in Ethnomusicology from UCLA.

Preventing a Digital Divide: Accessibility and Online Learning

Diana Wakimoto, California State University, East Bay

Many of us have embraced Web 2.0 in creating and implementing new services and resources at our libraries. It is exciting to create new blogs, online tutorials and instructional materials. But before we get swept away in the Web 2.0 frenzy, we need to ask ourselves if everyone can access these resources. How do we prevent a digital divide from forming between those who can access our libraries' online resources and those who cannot due to a disability? What does it mean to have resources that are accessible and Section 508 compliant? We will break down how to assess, create and retrofit online resources to make them accessible. We will look at some of the tools

needed: to check the accessibility of online resources (e.g. Firefox accessibility add-on, Vischeck, etc.), to make accessible instructional resources (e.g. Wordpress, Captivate, Overstream, etc.) and to retrofit resources that are not accessible. At the end of the session, we will have a set of tools that will allow us to provide accessible online learning resources at our libraries. Links to resources and presentation slides will be available after the conference at: <http://thewakilibrarian.wordpress.com/podcasts-and-presentations>.

Speaker Biography

Diana Wakimoto is the Online Literacy Librarian at California State University, East Bay. She graduated from Simmons College with a Master of Science in Library and Information Science and a Master of Arts in History.

Library Blogs: Guidelines, Policies and First Amendment Rights

Arlene Keller, Multnomah County Library

Cindy Gibbon, Multnomah County Library

Bernadette Dieker Nunley, Multnomah County

Burgeoning use of social software in the library world begs some important questions. What are the implications of creating a public forum on the library web site? What guidance should we provide to staff members who are posting on library time and in the library's name?

Many libraries have either ignored these questions or have opted out of using social software because they aren't sure of the answers. This program will explore the legal and policy implications of using social software in libraries. We'll provide practical guidance for creating public and staff policies and guidelines for the use of social software that can protect your library from thorny personnel issues and knotty legal problems.

Specific topics will include:

- Defining a limited public forum based on your library's mission
- First Amendment rights and user comments
- The rights and responsibilities of staff contributors
- Getting your staff on board and involved
- How to find the right software for your library
- Lessons learned: our experience at Multnomah County Library

Speaker Biographies

Arlene Keller earned a BS in Math/Computer Systems from Grove City College and an MLIS from the University of Pittsburgh. She began her professional career at the Carnegie Library of Pittsburgh where she worked as a librarian in the Science and

Technology Department, as an application developer on the library's website, and finally as the manager of web application development. Arlene joined Multnomah County Library as the web services coordinator in August of 2007.

Cindy Gibbon is currently Access Services Manager at Multnomah County Library, an endlessly fascinating job that includes developing library policies and training and coaching staff on policy implementation. She has been at MCL for 14 years, previously managing both the branch system and the Central Library. She has also worked at libraries in Washington and Colorado. On the side, she gardens, sings and is attempting to teach her teen daughter to drive.

Bernadette Dieker Nunley is an Assistant County Attorney in Multnomah County. She advises the library and animal services and handles general litigation. Bernadette was a book publisher and editor in Louisville, Kentucky prior to exploring her interest in local government law and policy.

Session Two | 11:30 am - 12:30 pm

Learning from Safeway and JetBlue – Libraries and Self-Service

Hannah Gascho Rempel, Oregon State University

Margaret Mellinger, Oregon State University

Our culture has been shifting toward an expectation of self-service for over a decade. In banks, grocery stores, gas stations and airports, people are becoming accustomed to self-service. Libraries have also joined this larger trend by implementing ways to allow patrons to interact with services in a disintermediated manner if they so choose. At Oregon State University Libraries, we hoped that a video demonstration kiosk of commonly performed but sometimes difficult tasks, such as using the e-scanners, adding money to a copy card or using databases, would help patrons learn how to use our tools better and might help make them more confident library users. As a result, we created a point-of-service video pilot project.

In addition to describing the pilot project at Oregon State University Libraries, we will review self-service options in public and academic libraries and other public places. We will discuss some of the reasons to adopt self-service, such as being responsive to a variety of learning styles, giving patrons more autonomy, and the need to use staff time judiciously. We will also address technological aspects involved in implementing these types of services.

Speaker Biographies

Hannah Gascho Rempel has worked as the Biosciences Librarian and Graduate Student Services Coordinator at Oregon State University Libraries since January 2007. She

graduated with an MLIS from the University of Washington and also holds an MS in Horticulture from Oregon State University. She is a contributing author at infodoodads.com.

Margaret Mellinger has worked at Oregon State University Libraries since May, 2003 and is currently the Engineering Librarian. She is a member of the OSU Libraries' Research and Innovative Services Team and part of Team 200, the Libraries' web group. She is a contributing author at infodoodads.com.

Wrangling a Digital Collection into Existence: The Boise State Western Writers Series Digital Editions.

Rick Stoddart, Boise State University

If someone approaches you with a great idea and money to digitize a small collection, what do you do? Who do you recruit for help? Why even undertake such a project?

The Albertsons Library at Boise State University recently launched the Western Writers Series Digital Editions in collaboration with the BSU English Department and encountered this very same quandary. This session will discuss the logistical and technical challenges surrounding the creation of a digitized collection of materials. The session will focus on identifying the possible bureaucratic, cross-departmental, and communication issues one might encounter when partnering with an outside entity.

The presentation's viewpoint will be more from someone shepherding the creation of a digital collection rather than the technological minutiae of putting objects online. Participants will leave with a list of items to consider when planning a collaborative digitization project.

Speaker Biography

Rick Stoddart has been a reference librarian at Boise State University for almost three years. He takes an active interest in promoting the library and its collections. Mr. Stoddart earned an MLIS and MA in Communication Studies from The University of Alabama.

2, 4, 6, GREAT: Handouts They'll Appreciate

Anna Johnson, Mt Hood Community College

In today's library presentations, it's tempting to let the Web take the place of printed, paper handouts. But if your users are leaving your presentations empty handed, it's time to rethink the many powers of the printed piece of paper! We're used to thinking of the handout as a summary of the presentation, but what if your presentation was a summary of the handout?

Inspired by the work of data visualization expert Edward Tufte, I'll teach you to harness the superior information-packing potential of paper to supplement and enhance your presentations with handouts. When I say "handouts," I'm not talking about those deadly dull packets of three PowerPoint slides per page. I'm talking about information-packed packets that elaborate, explain, and illustrate your points, carefully designed to educate and even entertain your users.

In this session I'll introduce you to a simple digital workflow using nothing more complicated than Word, a Web browser, and a digital copy machine. You'll learn: ways to make your Word files play well with others; why the PDF file format is your friend; how a screenshot is worth a thousand words; when & why to use color in your handouts; digital photocopier magic tricks; and why your handouts should be 2, 4, 6, or 8 pages long. We'll look at examples of handouts created using this method, and brainstorm possible uses of paper handouts at your library.

Speaker Biography

Anna Johnson is the instruction librarian at Mt Hood Community College where she designs and delivers more than 100 different presentations every year, each with its own customized handout. Anna has over 15 years of experience as a document designer and digital workflow guru. She blogs about the visual display of instructional information at <http://infopourri.wordpress.com>.

Redefining Information Literacy: Information Ethics in First-Year Seminar

Isaac Gilman, Pacific University

Lynda Irons, Pacific University

Traditional information literacy instruction for students has focused on research skills, with little emphasis on issues of information ethics. However, for a generation of students reared on SparkNotes, Google, YouTube, and Facebook, the concepts of plagiarism, copyright, and freedom of speech are becoming increasingly blurred. It is clear that incoming students must not only be trained in conducting research, but also at navigating the ethical boundaries for the use of information and the implications of the creation and use of their own information – online or offline.

To address this need for students at Pacific University, we approached faculty in Pacific's First-Year Seminar program to propose a new session dedicated to the ethics of information. To assess students' existing attitudes regarding the creation and use of information, we conducted a survey of all incoming students in First-Year Seminar. This survey informed and guided the development of course content for the information ethics session.

This presentation will discuss the results of the initial survey of incoming students and the development of the content used for the information ethics course. We will also examine and demonstrate the tools used to deliver the course content, Google Sites and Poll Everywhere. Finally, we will discuss our post-course survey of First-Year Seminar faculty as a means of evaluating the efficacy of the course.

This session will invite librarians involved in information literacy instruction to explore important issues in information literacy and innovative techniques for course delivery.

Speaker Biographies

Isaac Gilman is the Instruction & Access Services Librarian at Pacific University Library. He provides regular instruction to graduate students about the ethical use of information in academic work. He also recently led a working group that developed copyright and intellectual property guidelines for Pacific University, and is a member of the OLA Intellectual Freedom Committee.

Lynda Irons MSLIS is an Associate Professor and the Electronic/Information Services Coordinator. She has been with Pacific University since 1996. She received her Masters in Library and Information Science from Brigham Young University, Provo, Utah. She has been working with the Library's Technical Services Team to implement the Electronic Resources Module which will allow for easier management of the research databases. As a Team Leader for the Library's Web Team, she is overseeing the redesign of the Library's website to incorporate emerging Web 2.0 concepts. She has been recently granted a Spring 2009 sabbatical to research the influence of film critics in today's web environments.

Session Three | 1:45 pm - 2:45 pm

Assessing Your User Interface

Rhiannon Gainor

Generally speaking, a research study is successful when you answer the right questions in the right way, and leave room for new questions to appear. This introductory-level session is for those librarians with little to no experience with usability testing who are looking to assess existing interfaces, or wondering how they go about testing a new interface design.

This "how-to" review of usability testing will include best practices in developing user questionnaires, conducting testing, assessing usability versus affordances, and extrapolating findings. Participants will be shown a variety of interfaces, sample questionnaires, and how the principles of usability and affordances are applicable across all types of interface design. Participants will also be introduced to software such as

Camtasia that can be used to record usability testing. Interview principles and study ethics will be reviewed and how they inform the design of a usability study. Communication issues will also be examined, as participants discuss how the responses and critiques of usability study participants can be looped back into the interface design process through the design team's communication pathways. Because of the necessarily small-scale nature of such study design, some discussion of qualitative research objectives will be included.

Participants will leave the session with an understanding of what usability testing is and its value, but will have the tools to construct their own usability studies.

Speaker Biography

Rhiannon Gainor graduated from the University of Alberta in November 2008 with her MLIS and a Master's of Arts in Humanities Computing. While at the University of Alberta she worked as a Graduate Research Assistant on usability studies that investigated the potential usefulness of rich prospect browser interfaces. Her thesis is on how leisure hobby groups share information and teach skills on the internet, and what that can tell us about electronic information repository and interface design.

Heck with HAL: Open the Pod Bay Door to the Deep Web Yourself with Google's Custom Search

Dale Vidmar, Southern Oregon University

Searching the Web all too often can make one feel like Dave Bowman pleading with the computer HAL to open the pod bay door. Why is it that HAL seems to have all the control, and why is it when searching for good information, individuals can only try to trick and coerce omnipotent search boxes with words and quotations around our phrases, pluses, minuses, and variations on themes to get the best of what we are trying to find?

To that end, librarians have tried to evaluate, select, and organize information by creating pages linking to good sites on a topic or a subject. These lists of good sites, sometimes known as webliographies often became quite extensive and unwieldy. Individuals in quest of "good" information generally opt out of drilling into elaborate lists of links, preferring to search the Internet themselves using Google or another search tool. So how do we make our efforts to select and organize the Web worth the effort by making it more usable and efficient? The answer is to make the links searchable and enlist the help of a Custom Search Engine (CSE).

What is a Custom Search Engine?

A custom search engine or CSE is a specialized search that takes advantage of the author's expertise and controls the results of a query. A CSE adds a human element into

the search engine algorithm by limiting what sites are searched and excluding results from other sites. Although there are several sites that will allow you to create a CSE, Google is both simple and a known quantity. A CSE refines library resource guides by allowing users to search and access deeper content. New or additional sites can be added easily, so that you can make better content available from your library. Best of all, if you are a non-profit, government, or educational organization, you can create custom search engines at no cost.

Why Create a Custom Search Engine?

Why bother creating a CSE when anyone can just search Google?

- Focus a search using reliable sites.
- Find specific information from a list of sites in a subject area.
- Allows an individual to search a webliography or list of sites.
- Searches deep Web sites that includes .pdf's, Word documents, and other information that is often buried deep in a standard search results list.
- Effectively assist others in finding better information.

How to Create a Custom Search Engine

The most difficult element of creating a CSE is choosing which sites to include. If you already have a webliography or list of good Web site on a topic, then the hard part is finished. Having said that, there are 9 easy steps to creating a CSE:

1. Create a Google Account.
2. Go to the Google Custom Search Engine site.
3. Read the Google Custom Search Engine Terms of Service.
4. Click the link to Create a Custom Search Engine and input the necessary data.
5. Add the URLs the CSE will search.
6. Select an edition – educational, government, or non-profit sites are free.
7. Submit your Site.
8. Check your work.
9. Edit and alter CSE as necessary.

When the CSE is finished, Google sends you an email that includes the following:

- Link to day-to-day management of the CSE.
- Code to embed the CSE search box into a Web site or blog. The search box looks like this:



So if you maintain a Web site or a collection of sites, a custom search engine will help make them searchable, useable, and at least as practical to search as Google or any other search tool. The difference is you decide what sites will be included and excluded. No longer will you or anyone else need to plead with search tools for needed

information like Dave Bowman pleads with the HAL 9000 computer aboard the Discovery spaceship. Whether you are trying to organize an accessible and searchable Web resource guide or create a customizable search tool for mining the deep Web, creating your own custom search engine is much simpler and easier than getting HAL to “open the pod bay doors” for the needed information.

Selected References:

- What are URL Patterns and How Do I Use Them? - <http://www.google.com/support/customsearch/bin/answer.py?answer=71826&topic=11493>
- Custom Search Help - <http://www.google.com/support/customsearch/>
- Custom Search Guide.com - <http://www.customsearchguide.com/>
- Google Custom Search Engines - <http://www.stonetemple.com/articles/google-custom-search-engines.shtml>

Speaker Biography

Dale Vidmar is a full professor and Information Literacy and Instruction Coordinator/Education, Communication, Health, Physical Education, & Leadership Librarian at the Southern Oregon University Hannon Library. A former Online Northwest Conference coordinator, Dale enjoys the opportunity to network with colleagues here and likes it even better when it is not raining during the conference so he can catch his breath between all the great presentations. Dale still has his official Online Northwest retirement fork hanging on the wall in his office. Just to dispel any rumors and set the record straight, it is not true that people “Oooohhh” and “Ahhhhhh!” when they see the fork.

Making Videos That Enhance Library Service

Sam Wallin, Vancouver Community Library

Sam Wallin, a librarian from the Vancouver (WA) Community Library, created The One Minute Critic, a collection of very short videos of community members sharing short reviews of their favorite books. In this informative and lively session, learn what is being done with library videos and take part in an analysis of several different approaches to the “library tour” video, of which many examples can be found on YouTube.

Learn what equipment and software you might need to get started, discover a few tools for getting started on the cheap, and discuss strategies for getting the most use out of your video/s. Sam will also talk about his own approach to creating videos and will include a demonstration of the process of filming a short clip, editing it, and posting it to YouTube. Whether you want to make a stand-alone video to advertise library

services or to promote one program, or to start "vlogging" on a regular basis, this program will provide you with the necessary information to get you started.

Speaker Biography

Sam Wallin is a librarian at Vancouver Community Library in Vancouver, Washington. His duties there include reference, research, and computer class instruction. He also spends some of his time recording and editing videos, and experimenting with inexpensive and easy to use methods for improving his work in that area.

Internet Research and Living Online: A Tale of Collaborative-based Foundational Internet Instruction for a College Community

Kitty Mackey, Clark College

Robert Hughs, Clark College

CTEC/LIBR 115: Internet Research and Living Online is a 2-credit course merging the library's Research course with Computing Technology's Internet course. Anchored by Clark College's Information and Technology Student learning outcomes and the IC3 Living Online outcomes, the resulting course distills the essentials to create a fast-paced, dynamic learning experience applicable for the entire college community. Using an Online Identity Model the course emphasizes the variety of online skills students need for their scholastic, personal and professional lives.

The initial offering was co-taught by CTEC instructor Robert Hughes and Librarian Kitty Mackey, collaborators on instructional initiatives for nearly a decade. In addition to sharing digital copies of course materials (including the syllabus, assignments, outcomes, sample assessments and examples of student work) and student testimonies, Bob and Kitty will also address how to plan and stage a class that provides a service to the college at large.

Speaker Biographies

Kitty Mackey is a Reference & Instruction Librarian at Clark College in Vancouver, WA. Her 22-year career spans a variety of academic institutions, but she found her niche at Clark, where she has the opportunity to make a difference every day. She enjoys creating learning objects and exploring new ways to make it easier and more interesting for students to become information and technology literate. Her latest project-in-progress is IRIS 4-2, a set of information literacy tutorials designed specifically for students in two-year colleges (www.clark.edu/library/iris).

Robert Hughs has served as the Division Chair for the Computer Technology Professional technical programs at Clark College in Vancouver, WA for the past five years. His instructional specialty is foundational computing skills and he also teaches in the Graphic Communications department. Over the past 15 years, he has worked

closely in staging instruction with the reference librarians at Clark's Cannell Library, first in developing one of the first consumer level Internet instruction classes in the US to our most recent efforts in a collaboratively delivered class in Internet Research and Living Online.

Session Four | 3:00 pm - 4:00 pm

Teaching technology: Zotero as an example of librarian-led technology instruction

Nicholas Schiller, Washington State University Vancouver

Lorena O'English, Washington State University Vancouver

Social software and cloud-based tools offer fabulous new tools for our students and patrons. As we look for ways to connect our users with the current generation of research technology, we face the dual challenges of resistance to technology and low information literacy levels. This presentation details several librarian-led approaches to connecting users with emerging technology. At Washington State University's Pullman and Vancouver campuses, librarians are teaching citation management and other social software tools to a variety of audiences.

At WSU Pullman, hands-on tech classes (including personal information management, online image tools, and more) are offered through a three-tiered approach, including the campus Human Resource training program, traditionally-scheduled library instruction classes, and a new classes-on-demand program, Power eTools. These hands-on sessions present specific technology applications as productivity tools that can enhance academic work.

At WSU Vancouver instruction is offered through a standing series of technology workshops offered freely to students, staff, and faculty. These workshops focus on guided instruction focused on skill-acquisition that results in the completion of a concrete task. Librarians have added a citation management workshop to this schedule. In this workshop we use open-source solutions to teach citation management without requiring the user to install or configure software. These solutions allow us to focus instruction time on the information literacy elements and not on installing and configuring software packages.

Our presentation will present how we customize instruction in the use of the citation management tool Zotero and other applications to reflect the needs of our audiences and to meet the specific desired outcomes of our technology-education programs.

Speaker Biographies

Nicholas Schiller is the Instruction Coordinator for the Washington State University Vancouver Library. In addition to reference and instruction, he also serves as the library liaison to the School of Computer Science and Engineering. His research interests include examining new media such as computer and video games for their links to library instruction. Nicholas maintains the information games web log at <http://informationgames.info>. He received his M.L.S. from Emporia State University in 2004.

Lorena O'English is the Social Sciences Reference and Instruction Librarian at Washington State University Pullman, focusing on political science, sociology, and criminal justice. Her interests include recreational reading, web-based productivity tools, and technology training. Lorena blogs at <http://interruptdriven.blogspot.com/>, she received her MLIS from the University of Washington.

Mercy Corps Clearspace: The implementation and use of an online collaborative workspace in a distributed global organization

Michael Braun Hamilton, Mercy Corps / Emporia State University

As special/organizational library professionals gain wider information management responsibilities they are becoming increasingly involved in efforts to implement virtual collaboration and knowledge sharing systems within their organizations. I have had the opportunity to observe and participate in the implementation and growth of such a system at Mercy Corps, an international humanitarian aid and development organization based in Portland. In early 2007 Mercy Corps set up Clearspace, an enterprise collaboration system developed by Jive Software. Clearspace brings Web 2.0 interactive features (wikis, collaborative editing of documents, discussions, tagging, blogs, user "connections," etc.) to the organization. As a decentralized, field-driven organization with offices in over 35 countries and territories, knowledge sharing and collaboration are simultaneously vital and challenging within Mercy Corps. Clearspace is an attempt to provide tools and a framework for people from all parts of the organization (and all over the world) to interact and share information on an equal basis.

This presentation will give an overview of the Clearspace software and features, as well as how the system has been structured to meet the particular needs of Mercy Corps. I will also discuss the introduction and adoption of Clearspace within the organization, the management of the system, and the usage patterns that have emerged as the system has grown. Finally I will discuss challenges that have arisen regarding the role and usage of Clearspace within the organization, including issues of information policy, information literacy within the organization, and defining "best practices" for collaboration.

Speaker Biography

Michael Braun Hamilton is the Digital Library Assistant for Mercy Corps, an international humanitarian aid and development nonprofit headquartered in Portland. He is also a student in the Emporia State distance MLS program, and if everything goes well will be graduating (and entering the librarian job market) next August.

Library Services for Distance Learners: Technological solutions for far-flung students

Cass Kvenild, University of Wyoming

Most college and university libraries serve a sizeable group of off-campus students. These distance learners may live within the geographic region or around the world. How can we provide the same high level of service to our distance students that we offer to traditional students on campus?

This session will examine technological tools for library reference and instruction in distance learning programs. We'll begin with a brief background and audience survey on the current state of distance education. Then we will examine online tools and locations for delivering reference service to our off-campus students. Can we be everywhere all the time for our far-flung students? Are asynchronous or synchronous methods of reference more effective?

A look at designing instruction outside our traditional library classrooms will follow. We will examine tools and strategies and we will delve into how instructional technology can appeal to different learning styles. We will ask the question: how do you get the teaching faculty to try new approaches to library instruction?

Finally we'll tackle the eternal problem of program evaluation and assessment of student learning. Case studies and group discussion will relate the ideas directly to your library and there will be plenty of time and enthusiasm for audience questions and examples.

Speaker Biography

Cass Kvenild is the Distance Learning Librarian at the University of Wyoming, where she serves over 2,000 off-campus students.