**Emerging Technologies at Two Year Colleges**

These responses were collected from members of the CJCLS section.

One of the tools that I have at my library is a classroom set of iPads in a portable cart. These are not a super "emerging" technology, but ... I frequently use these during library instruction and research sessions. The library instruction area in my library is a big open space with only chairs. There are no student computers in the room. I often distribute the iPads during introductory library sessions so that students get the opportunity to explore the library resources when we talk about them. Often these sessions require that students complete an assignment during the session or leave the library with at least one resource for their assignment. Without the iPads, the students would have to leave the instruction area to go to the library computers to do their research. Instead, the students can spread out in the library classroom to do this. Additionally, I take the iPads to classrooms around campus to work with students while they are in the midst of conducting research for various assignments. One very successful collaboration this year has been working with multiple sections of a Speech course. Students are working on their final speech for the semester in groups. The instructor has me visit the class for a class session when the students have already been broken into groups and have already selected their topics. I visit their classrooms to provide the equipment and expertise to provide point-of-need assistance. Students typically work in their groups with the iPads during the full class meeting. The instructor and I are able to move around the classroom providing guidance and immediate feedback about their topics, quality of resources, and other directions. Students frequently leave the class having located many of the resources that they need for their speeches. In my traditional library classroom this would not have happened. Both the instructor and I were amazed at how the students utilized the classroom time to do their research. While issues do arise, such as students unfamiliar with, or uncomfortable using, the iPads, overall they have been a great addition to the library instruction area.

- Kristin Heathcock, Ed.D.
  Associate Professor – Librarian
  Hillsborough Community College – Plant City Campus

Springfield Technical Community College Library has curated a collection of Open Education Resources available through LibGuides (libguides.stcc.edu/OER) to help faculty find OER materials with additional support from a librarian available if need be. In addition to this resource, the library is currently pushing an OER Initiative that will bring different OER speakers and workshops to campus for faculty and staff. As part of this initiative, an "OER SWAT team" consisting of staff and faculty was created and led by a STCC librarian.

- Rachel Statham, Springfield Technical Community College

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Emerging Technologies at Two Year Colleges cont.

I have been in my current position for a little less than two years. Much of my time has been spent changing the way our campus views the library, which now includes a renovation project. In terms of emerging technology, I have been advocating for the use of open source materials, especially textbooks. I have had small successes, one of which has opened up a collaborative teaching opportunity for a media and information literacy course. Together with a member of our communications faculty, we plan to develop new course materials which will allow students to save on textbook costs. As this is a new way to teach media and information literacy in the U.S. (based on UNESCO’s curriculum), we hope to share the materials we develop with other colleagues who are interested in what we are doing.

-Spencer Brayton, Director, Lumpkin Learning Commons
Blackburn College

Screencast-o-matic (www.screencast-o-matic.com) has had the widest benefit to our community college students than any other current technology tool I have utilized. Although I have used other programs for creating video tutorials, I prefer to use Screencast-o-matic because there are a variety of output formats to choose from and it is easy to add scripts to create closed-captioning—both important features to ensure that accessibility needs are met. The saved scripts also simplify making new recordings when there are changes to the appearance of databases or when search strategies need to be modified to accommodate changes in assignments. In addition to serving our online students, the embedded video tutorials provide our on-campus students with reinforcement and support for tasks covered during library instruction. Adult learners and English Language Learners are typically relieved to discover that there are short videos that can watch on their own time to bolster their confidence and understanding of library research methods that were covered quickly during a one-shot session.

-Kathleen Pickens, Coordinator of Information Services
Cincinnati State Technical & Community College

We’re using a productivity app called Trello to improve collaboration on projects across our Teaching and Learning Services Division (library, instructional media, and e-learning). It’s similar to using post-it notes on a white board, but online, to track projects in the pipeline from “to-do”, “in progress” and “completed”. Some projects we collaborate on for student success include faculty development and our Learning Commons.

-Alesia McManus, Director of the Library
Howard Community College

We Want To Hear From You

The CJCLS Membership/Communications Committee is asking you to fill out a short survey. We are interested in learning more about how you connect with CJCLS information. Please follow this link:
https://www.surveymonkey.com/s/B3JF8W3

Thank you for your time.
Media Lab at the College of DuPage Library
by Blake Walter
Library Director
College of DuPage Library

In order to meet the growing needs of students in all disciplines to have the resources to create and edit digital multimedia, the College of DuPage Library launched a Media Lab open to all students at the College. Free to use for no charge, the Lab consists of four imaging stations and two separate AV editing suites with Mac Pro computers. Additional peripherals such as video cameras, smart phone lenses, and audio recorders are available for checkout for use anywhere on campus.

Lab workstations give students access to highend Macs and popular media production software like Adobe’s Creative Cloud suite and Avid Pro Tools. There are also high quality photo printer and scanners, drawing tablets, a 3D scanner, DSLR cameras, microphones, and other audio production peripherals.

The Lab is staffed by assistants who help students get started on projects and answer questions about the equipment. Students without computing or graphics design backgrounds can be intimidated by this kind of hardware and software and having someone to help them get acquainted with Lab tools has been a major part of the Lab’s success. Future plans include creating a full time Lab supervisor position to schedule and train student assistants and to work with faculty to integrate the Lab into classroom assignments.
Student Success at a Vocational College
By Deborah Farber
Librarian, Casa Loma College

I am the solo librarian at Casa Loma College, a very small vocational nursing and allied health school. Because of limited space, the library is a multipurpose classroom. It is often used for entrance test administration and proctored tests for the academic programs, as well as for studying, printing and research. Students are in class most of the day and mainly use the library before school, after school and during breaks. Although, I have less interaction with students than librarians do at traditional community colleges, my responsibilities extend beyond that of the traditional community college librarian. While I present library orientations for new students, workshops and class visits, I also support academic departments by serving a test proctor or tutoring students in writing and study skills occasionally.

The program began in 2012, when the Casa Loma College administration recognized that students were performing poorly or dropping out due to a lack of academic readiness. We enroll students from underserved areas, some of whom are returning to school after many years. As a result, a significant number of our students are not prepared for college-level work. We had previously demonstrated our instructional effectiveness through workshops to promote usage of our electronic databases and website. Therefore, the administration tapped the library to design a Student Success workshop, as part of a college-wide initiative to increase retention and graduation that would be presented during new student orientations. We were given a list of topics to cover and instructed to create the program. Around then, student success was becoming a hot topic and we did some research to see how other colleges established student success programs. The initial outline covered goal setting and time management, note taking and reading strategies, test-taking techniques and tips for transitioning to college.

At first, the students were ambivalent about the value of the workshops. Some students felt that the strategies were common sense and a waste of time, according to workshop evaluations. Students also commented that they wanted more visuals and hands-on practice. We gradually made changes and incorporated hands-on activities to practice the note taking and reading strategies and scenario-based discussions on time management. We eliminated certain parts that were not essential such as test taking and transitioning to college. Students responded positively to these changes. I continue to ask students for feedback after each Student Success workshop and make changes as needed so that all Casa Loma students can feel successful.
ACRL preconferences @ 2015 ALA Annual Conference

ACRL is offering four preconferences in conjunction with the 2015 ALA Annual Conference in San Francisco on Friday, June 26, 2015. Complete details, including descriptions, learning outcomes, and registration materials, are online.

Instruction Section Preconference - Reflective Teaching: Self-evaluation to Assess and Improve Your Teaching Practice
Discover techniques and strategies for more structured and intentional reflection. Learn how to identify, articulate, and diagnose teaching and learning “problems” you encounter in the classroom, analyze your role as a teacher in that situation, and learn about techniques of reflective practice to address those learning problems and improve student learning.

Data Visualization: Tools, Techniques, and Practice
Due to the proliferation of digital data and the emergence of big data, visualization is of crucial importance in academic research and institutions. This preconference will introduce the fundamentals of data visualization including discussion of visual variables – the building blocks of any visualization. Attendees will participate in a sketching exercise to explore visual variables and create a foundation for the creation of library specific visualizations in the afternoon.

Storytelling 101: Craft Narratives to Engage and Persuade
When was the last time someone changed your mind with a story? We empathize with, persuade, and teach each other using the social tool that is storytelling. Whether you’re a high-powered library administrator headed into an important conference call or a part-time instruction librarian at the head an unfamiliar classroom, humans crave connection and a compelling story can be the difference between connecting deeply with your campus colleagues and patrons or experiencing a total disconnect.

Writing Data Management Plans Across the Curriculum
Demand for data management plans (DMPs) is growing as more granting agencies add this requirement. Join an experienced data management plan consultant from a major research university to learn how to apply your existing skills to writing strong DMPs for the sciences, social sciences, and humanities. Most presentations concerning data management are more concerned with the creation and management of repositories than how to write, or consult with researchers writing a data management plan for grant submission.

Contact Margot Conahan at mconahan@ala.org or call 312-280-2522 with questions.

The 56th Annual RBMS Conference
Preserve the Humanities! Special Collections as Liberal Arts Laboratory
Oakland and Berkeley, June 23 - 26, 2015

The annual RBMS Conference will feature three plenary panels around the theme of the role of special collections libraries in the context of larger trends in the humanities and higher education. Speakers will focus on collaborative partnerships forged amongst archivists, librarians, researchers, and teaching faculty and position libraries as laboratories for the liberal arts and sciences. Register by May 22, 2015, to receive early bird pricing. http://www.preconference15.rbms.info/
Host ACRL Standards, Scholarly Communication Workshops in 2015

Today’s academic and research librarians increasingly act as change agents in the higher education community while being called on to demonstrate their value on campus. ACRL’s one-day scholarly communication and Standards for Libraries in Higher Education workshops help you achieve those goals through learning more about these important topics at your campus, chapter, or consortia. Facilitated by our team of expert presenters, both workshops provide a framework for libraries to grow, innovate, lead, and succeed.

Scholarly Communication: From Understanding to Engagement
To help empower our community in accelerating the transformation of the scholarly communication system, ACRL is pleased to offer the day-long workshop, “Scholarly Communication: From Understanding to Engagement.” The workshop helps participants in very practical ways, such as preparing for library staff or faculty outreach, contextualizing collection development decisions to internal and external stakeholders, and initiating or supporting new models for scholarly communication. Details are available on the ACRL website at www.ala.org/acrl/issues/scholcomm/roadshow.

“The workshop helped me connect complex issues like the relationship between the open movement, copyright, and economics in a coherent way. It is good to have this conceptual framework moving forward.”
— Scholarly Communication Workshop Participant

Standards for Libraries in Higher Education Training Workshops
The ACRL Standards for Libraries in Higher Education provide a framework for planning and assessment that can be adapted for a variety of circumstances including strategic planning, program review, and accreditation self-study. ACRL’s “Planning, Assessing, and Communicating Library Impact: Putting the Standards for Libraries in Higher Education into Action” workshop provides information on using the standards and other foundational documents as a framework to develop benchmarks, evaluate quality and performance, and demonstrate value. Details are available on the ACRL website at www.ala.org/acrl/standardsworkshop.

“In this workshop, the assessment process was presented in a clear, understandable way. Great job on difficult material!”
— Standards Workshop Participant

Hosts are responsible for the full cost of both workshops and may choose to recover costs through registration fees.

This newsletter was made with free and open source software, including Scribus and the Tango Icon Library.