Using New Technologies in Unexpected Ways

Leslie Mathews

HLA Conference
New Technologies

Start with a need, and using your knowledge of new technologies, match up the need with a technology.
Avoid trying to force a technology to meet a need
Real Examples

- Flickr
- Zoho
- Clickers
- Second Life
- What will you create?
Literary Theory Class

• Assignment: definition cards
• This unique paper-based assignment lent itself to an electronic form

Image from Flickr user Andrea_R used under Creative Commons license
Proposal

• Create an online sharing space for students

• Ideas: first a wiki then Flickr
  – It needed to enable sharing and commenting but also be password protected because of copyright concerns with images from ARTstor
  – It needed to be flexible
Why not a wiki?

• Originally, we thought of using a wiki
• Problems with a wiki and this assignment
  – Too open
    • Students could edit/alter/delete others’ work
    • Cumbersome bloglike structure
Flickr: What is it?

- How many have used it?
- How many people have an account?
- A free, online, image sharing web site
• Why Flickr worked for this project:
  – Flexibility-privacy settings
  – Each student has his own account and his own uploads. Can’t delete others’ work.
  – Posting/sharing photos is easy
  – Commenting, tagging, and threaded discussions (similar to WebCT)
  – Better navigation: gallery allows you to see all the photos quickly and to search for particular users’ photos, search for photos by using tags
  – Roles with different powers! (administrator, students)
- Private group with rules
- Made for photo sharing!
- Allows for commenting on one’s own images and others’ images
- Comments are logged with date and time stamp
- Can easily see who contributed the most and most popular tags
I disagree. From what I believe the definition of ideology to be, ideology doesn't have that much to do with receiving wrong information, at least on a surface level, but more to do with how we think and how our thoughts dictate our decisions in life and how these thoughts were programmed in us through the system that we were schooled and brought up in. It has a lot more to do with our cultures and sub-cultures and how we try to grasp life ourselves under the assumption that our thoughts are independent from the system when they are in fact not. I don't think that this picture represents that.

Posted 5 months ago. (permalink)

I think the "history" of America is a huge component of our ideology. After all, we are only what our history has made us to be. And the role of history in determining the way we think is evident from its use to will blacks into once accepting a status of inferiority. So, the beginning of American history, regarding Christopher Columbus, is definitely relevant in discussing American ideology. Also, the fact that Columbus didn't really discover America amplifies the worth of this example. This arbitrary belief has gone on to fuel the United States' self-proclaimed status as pioneers (i.e. space exploration) and the excessive pride associated with Americans. This excessive pride may be the motivation behind our obsession with material goods and...
Discussion about The Uncanny

"We find, in the story of the Sand-Man the other theme on which Jentsch lays stress, of a
doll which appears to be alive. Jentsch believes that a particularly favourable condition for
awakening uncanny feelings is created when there is intellectual uncertainty whether an
object is alive or not, and when an inanimate object becomes too much like an animate

professor says:
"I'll be back" Classic film about a robot who, like a doll, appears to be alive, but only by the instructions of his "master", or in protecting his "master" will he make a move. He does exemplify some sort of intelligence. How else does he come up with those awesome ways to kill people!

1scrizzo says:
Yes, and the Terminator's famous line, "I'll be back," is a good expression of
Freud's theory of the return of the repressed. What we repress doesn't go
away, it keeps returning . . .

[Other comments and discussions follow similarly, discussing the uncanny and its manifestations in various contexts.]
Role of the librarian

• Content generator
• Technology knowledgebase – web 2.0 – can help professors add online/interactive component to classes

Image from Flickr user Storm Crypt, used under Creative Commons license
Q: What was the best part about using Flickr? What was the worst part?
A: “The best part was seeing what my classmates thought on different things and what neat photos they would put up. Wasn’t really a worst part”
A: “You can find abstract images that relate to concrete concepts”

Q: Describe your overall experience with Flickr:
A: “It was different from other classes. Added to Lit. Theory. I enjoyed it.”
A: “It was fun!”

Q: Did sharing images with your classmates and discussing them online impact your learning process? How?
A: “Yes, because the pictures helps to better understand the definition”
A: “You get to hear (read) from different people who may not speak up in class”
Zoho

- Problem: Hash marks
  - Outdated
  - Very hard to compile statistics and find meaning
  - Laborious and slow
  - Not searchable
  - Not easy to capture a lot of data
  - By nature, must be transcribed
I was confronted with a huge stack of papers from years and years of reference work. There was no way I was going to be able to work with these years of data.

Of course there is software out there that you can buy to keep track of reference stats, but it’s expensive.
Enter Zoho (via Ellyssa Kroski’s blog)!
Reference Statistics with Zoho Creator

I've been using Zoho for a while now for its word processing and spreadsheet programs. The other day I decided to play around with the Zoho Creator to check out their capabilities with creating databases as I needed a way to keep track of more detailed statistics for our reference department. I don’t have much background with database creation, but I managed to create a Reference Statistical Analysis database in about 20 minutes. It’s all drag and drop functionality and it’s quite simple to get the hang of right away.


different types of fields into your database including radio buttons, drop-down lists, checkboxes, multiple select fields, dates, notes, and more. You can make fields “required” so that others have to fill them in, add advanced actions (I passed on this!), or leave instructions.
Library Reference Stats

Daily Reference Stats

Day *

Date *
18-Sep-2009

Time *
-Select-

Patron Location *
- Select -
- In-Person
- Phone
- IM
- Email

Question Type *
- ARCHE card request
- Circulation (How do I renew this online?)
- Directional (Where are the bathrooms?)
- Other (specify below)
- Personal Reference Consultation
- Research (How do I find resources on...?)
- Technical (Can you help me print?)

Length of time
- Less than 5 minutes
- 5-10 minutes
- 10-30 minutes
- over 30 minutes

Please type the query in the box below. Thanks!
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Patron Location</th>
<th>Question Type</th>
<th>Research Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-Sep-2009</td>
<td>October</td>
<td>1PM-2PM</td>
<td>In-Person</td>
<td>Research (How do I find resources on...)</td>
<td>RefWorks w/SOPHIA + Literary criticism of Tenn. Wms. short story</td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>11AM-12PM</td>
<td>In-Person</td>
<td>Research (How do I find resources on...)</td>
<td>Retired faculty with questions about test local library has a title.</td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>1PM-2PM</td>
<td>Phone</td>
<td>Other (specify below)</td>
<td>Community person interested in donating books but no.</td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>11AM-12PM</td>
<td>In-Person</td>
<td>Directional (Where are the bathrooms?)</td>
<td>Retired faculty could not locate a book</td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>11AM-12PM</td>
<td>In-Person</td>
<td>Research (How do I find resources on...)</td>
<td>MAT student needed lesson on how to use the library</td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>11AM-12PM</td>
<td>In-Person</td>
<td>Technical (Can you help me print?)</td>
<td>Printer default had been changed on a printer</td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>11AM-12PM</td>
<td>In-Person</td>
<td>Research (How do I find resources on...)</td>
<td>Student seeking journals in Education</td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>12PM-1PM</td>
<td>In-Person</td>
<td>Technical (Can you help me print?)</td>
<td>Using RefWorks</td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>4PM-5PM</td>
<td>In-Person</td>
<td>Research (How do I find resources on...)</td>
<td>Finding articles on portrayals of men and women</td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>3PM-4PM</td>
<td>In-Person</td>
<td>Other (specify below)</td>
<td>Calling CTS and confirming that student is in the right location</td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>2PM-3PM</td>
<td>In-Person</td>
<td>Directional (Where are the bathrooms?)</td>
<td>Confirming which floor a book is on</td>
</tr>
</tbody>
</table>

17-Sep-2009

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<thead>
<tr>
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<tbody>
<tr>
<td>17-Sep-2009</td>
<td>Thursday</td>
<td>9:01PM-10PM</td>
<td>In-Person</td>
<td>Research (How do I find resources on...)</td>
<td>Where to get started on researching &quot;s&quot; studies</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>9AM-10AM</td>
<td>In-Person</td>
<td>Technical (Can you help me print?)</td>
<td>The document file would not open - will try a different one</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>5PM-6PM</td>
<td>In-Person</td>
<td>Other (specify below)</td>
<td>Finding articles by area &quot;students of&quot;</td>
</tr>
<tr>
<td>Day</td>
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<td>Patron Location</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Edit</td>
<td>View</td>
<td>Friday</td>
<td>1PM-2PM</td>
<td>In-Person</td>
</tr>
<tr>
<td></td>
<td>Edit</td>
<td>View</td>
<td>Friday</td>
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<td>In-Person</td>
</tr>
<tr>
<td></td>
<td>Edit</td>
<td>View</td>
<td>Friday</td>
<td>1PM-2PM</td>
<td>Phone</td>
</tr>
<tr>
<td></td>
<td>Edit</td>
<td>View</td>
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<td>11AM-12PM</td>
<td>In-Person</td>
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<td>Edit</td>
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<td>Edit</td>
<td>View</td>
<td>Friday</td>
<td>12PM-1PM</td>
<td>In-Person</td>
</tr>
<tr>
<td></td>
<td>Edit</td>
<td>View</td>
<td>Friday</td>
<td>4PM-5PM</td>
<td>In-Person</td>
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<td>3PM-4PM</td>
<td>In-Person</td>
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### Daily Reference Stats View

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<td>Other (specify below)</td>
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</tbody>
</table>

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**More Actions**

- View as
- iCal Feed
- Import Data
- Export Data
- Print
- Permalink
- Embed in your Website
- Show/Hide Columns
Yay!

- Zoho can generate reports in Excel format
- They have tech support too
Clickers

• Sure, you can use them to poll the class about a math problem or boolean searching...but they are remote voting devices, and as such, they can be used for voting on anything at all.
What would you use them for?

• Look for colleges/universities with Clicker web sites to get inspiration
  – Ohio State http://telr.osu.edu/clickers/
  – UC Riverside http://cnc.ucr.edu/clickers/
  – UW Milwaukee http://www4.uwm.edu/ltc/srs/

• Google: clickers site:.edu

• Lots of ideas out there
  – Give pair of students one clicker – they must agree on an answer, etc.
Library Intro: repackaged & remixed

- Blend social experiences with technology
- Repackage the same content we delivered as a lecture
- The experience is customized by the user, like Jones Soda
Put the class in the students’ hands

• Lecture = students passive
• Interaction = students active participants
• Empowered + active = more engaged
• Let the class do the work!

Image from Flickr user Ollie-G under Creative Commons license http://creativecommons.org/licenses/by-nc/2.0/deed.en
How it works in the classroom

- Students vote
- See the results immediately
Enter audience as protagonist

- “Choose your own adventure” format
- Students are the stars
  - in the movie
  - in the classroom
- Electronic voting devices empower the audience to select the path
Educational value:

• **Student Quote:** "The movie was really good and helped me realize what the library offered."

• Several students hadn't known they could "rent free laptops."

• Two students expressed surprise that librarians may be contacted through instant messaging.

**Student responses to the question:** The movie contributed to my awareness of library services and resources
Let’s watch

http://faculty.fairfield.edu/mediacenter/library/
Clickers can be used for discussion.

Dr. Elizabeth Cullingford asks students “whether they think the marriage of Charlotte Lucas (in Pride and Prejudice) is mercenary, prudent, or tantamount to legal prostitution.”

http://www.utexas.edu/academic/cit/gallery/utprofiles/cps/cullingford2.html
Talk Amongst Yourselves!

Why not make it funny? Like Coffee Talk
Second Life

- UCLA English comp class: “Digital Literacy and Learning in a 3D Virtual Universe”
- Students take on persona of historical figure, writer, etc. and have dialogue –
- Immersive learning experience
- Students gave on site presentations

http://www.slideshare.net/annelierugg/sloanc-2009-leigh-harris-and-annelie-rugg
Second Life

• Role playing
• Clinical Psychology applications?
Globe Theatre Discussion

- Students took on various personas of real people or historical figures, e.g. Dalai Lama, and discussed Shakespeare from their avatars’ points of view.
Librarian’s Role – to be where the students are
Austin Community College
Boolean Pool, KnowHow Island, SL

go.nmc.org/KnowHow
What’s next?

• The possibilities are endless
• Twitter: haiku, music reviews in 140 characters or less…
  – I heard about twitter haiku on NPR and thought it was a great idea
• Storybird - collaborative storytelling
  http://storybird.com/
Resources

• Purdue University Web 2.0 Tools: New Possibilities for Teaching and Learning
  http://wiki.itap.purdue.edu/display/INSITE/INSITE+MAIN

• David Pogue, New York Times technology columnist
  http://www.davidpogue.com/

• TED talks
  http://www.ted.com/

• Look, listen, learn, get ideas