



# 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

## Additional Information

 This is a **private** group.

- ◆ This group allows safe:
  - ◇ Photos
  - ◇ Screenshots
  - ◇ Art or illustration
  - ◇ Video
  - ◇ Screencasts
  - ◇ Animation






## Your groups

[Recent Changes](#) | [Invites for you](#)

### ★ Groups you administer (3)

View: By recent activity ▪ [In alphabetical order](#)

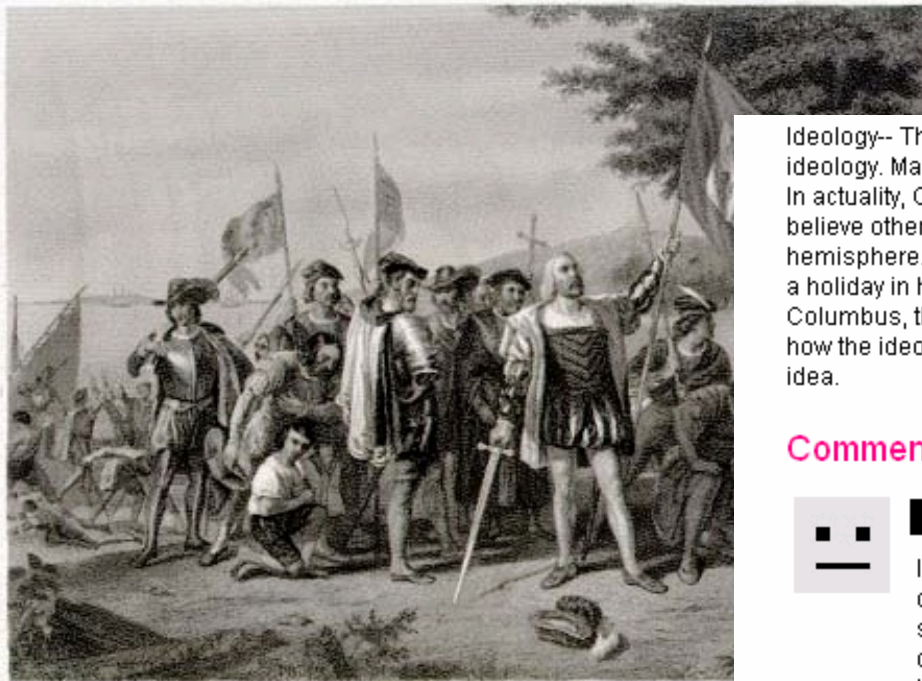
- ◆ [English 265 Section 02](#) (22 members) 
- ◆ [English 265 Section 01](#) (28 members) 
- ◆ [LiteraryTheory](#) (29 members) 

### Groups you belong to (1)

- ◆ [FlickrEDU](#) (102 members)

# Ideology

☆ ADD TO FAVES + ADD NOTE 🔍 ALL SIZES



Ideology-- This picture of Christopher Columbus displays sentimentality. Many citizens of the American public believe that Columbus discovered America. In actuality, Columbus did not discover America. The American public has been led to believe otherwise. Columbus was not the first person to venture into the western hemisphere. However, the American public recognizes him as such. For example, he has a holiday in his honor. While there are few Americans who realize the truth about Columbus, the majority of Americans are misadjusted on this subject. This demonstrates how the ideology of the American public has been swayed or trained to believe a certain idea.

Ideology-- This picture of Christopher Columbus displays sentiments of dominant ideology. Many citizens of the American public believe that Columbus discovered America. In actuality, Columbus did not discover America. The American public has been led to believe otherwise. Columbus was not the first person to venture into the western hemisphere. However, the American public recognizes him as such. For example, he has a holiday in his honor. While there are few Americans who realize the truth about Columbus, the majority of Americans are misadjusted on this subject. This demonstrates how the ideology of the American public has been swayed or trained to believe a certain idea.

## Comments



says:

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](#) )



says:

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 explanation behind our obsession with material wealth and

# Discussion about Ideology



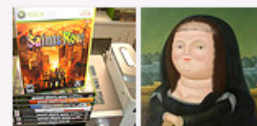
"We find in the story of the Sand-Man the other theme on which Jentsch lays stress, of a doll which appears to be alive. Jentsch believes that a particularly favourable condition for awakening uncanny feelings is created when there is intellectual uncertainty whether an object is alive or not, and when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

# Discussion about The Uncanny

Uploaded on February 3, 2008  
by [1scrizzo](#)

+ 1 scrizzo's photostream

- [LiteraryTheory \(Pool\)](#) [X]



272 items

browse

## Comments



says:

I'm not completely sure, but I think this picture represents the uncanny because the Terminator is supposed to be a robot and his external appearance is that of a normal human being. As a result, the terminator itself offers a different view of something most would find familiar in a human being.

Posted 8 months ago. ( [permalink](#) )



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!

Posted 7 months ago. ( [permalink](#) )



[1scrizzo](#) says:

professor

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 . . .

Posted 7 months ago. ( [permalink](#) )



says:

The Famous line by the governer is indeed an example of Freud's theory. Certainly i beleive that people do not forget much. Most repressed feelings find a way to come out sooner or later. Its a fact of life. Though this is true, i believe that repression can also lead a person to a belief in the repressed feeling altogether.

Posted 7 months ago. ( [permalink](#) )

# 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](#)

# Assessment of Flickr

*Qualitative Assessment, sample survey questions & responses*

**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)!



## Library 2.0

This network is for Library 2.0 Stuff

[Main](#) [My Page](#) [Forum](#) [Blogs](#) [Groups](#) [Events](#) [Notes](#) [Chat](#) [Photos](#) [Videos](#) [Library 2 on Twitter](#)

[All Blog Posts](#) [My Blog](#)

[+ Add a Blog Post](#)



### Ellyssa Kroski's Blog (16)

Welcome to  
Library 2.0

[Sign Up](#)  
or [Sign In](#)

### Create a Blidget and Facebook App for Your Blog

#### iLibrarian

by Ellyssa Kroski

##### Recent Posts

[Five ways to protect  
your privacy online](#)

[Online Identity  
Management  
Report](#)

[Track Building  
Visitors by their Cell  
Phones](#)

#### Latest Blog Posts

[Create a Blidget and  
Facebook App for Your Blog](#)

[I'm in The New York Times!!](#)

[Reference Statistics with  
Zoho Creator](#)

[Top Ten Facebook Apps for  
Librarians](#)

[Social Network Growth  
Charted in New Study](#)

[Technology Workshops](#)

[New Pew Report on Online  
Video](#)

#### Most Popular Blog Posts

Ads by Google



#### [Clause Library System](#)

Our New, Low Cost,  
Hosted Solution  
Manages your Clause  
Library.

[www.Ariba.com](#)

#### [BlackBerry® Official Site](#)

Discover How Much  
More You Can Do With  
A New BlackBerry  
Curve™ 8520

[www.BlackBerry.com/Curve8](#)

**Subscribe****Search iLibrarian**  
**About iLibrarian**

News and resources on Library 2.0 and the information revolution.

Written by [Ellyssa Kroski](#).

[Mobile & Gadgets](#)

**Archives**

[September 2009](#)

[August 2009](#)

[July 2009](#)

[June 2009](#)

[February 2009](#)

[January 2009](#)

[December 2008](#)

[November 2008](#)

[October 2008](#)

[September 2008](#)

[August 2008](#)

[July 2008](#)


**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.

<http://oedb.org/blogs/ilibrarian/2007/reference-statistics-with-zoho-creator/> or just Google Ellyssa Kroski Blog Zoho and scroll down


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.

## Productivity & Collaboration Apps



**Zoho Mail**  
 Web-based Email Service [Try Now](#)



**Zoho Writer**  
 Online Word Processor [Try Now](#)


**Zoho Sheet**  
 Spreadsheets. Online [Try Now](#)



**Zoho Show**  
 Online Presentation Tool [Try Now](#)



**Zoho Docs**  
 Online Document Management [Try Now](#)


**Zoho Notebook**  
 Online Note Taker [Try Now](#)


**Zoho Wiki**  
 Easy to use, full-featured Wiki [Try Now](#)



**Zoho Share**  
 Centralized Public Repository [Try Now](#)


**Zoho Planner**  
 Online Organizer [Try Now](#)



**Zoho Chat**  
 Make Group Decisions Faster [Try Now](#)


## Business Apps



**Zoho CRM** 3 Users Free  
 On-Demand CRM Solution [Try Now](#)


**Zoho Meeting** One on One Free  
 Web Conferencing, Remote Support [Try Now](#)


**Zoho Creator** 2 Users Free  
 Platform to Create Database Apps [Try Now](#)


**Zoho Invoice** 5 Invoices Free  
 Online Invoicing. Quick and Easy [Try Now](#)


**Zoho Projects** 1 Project Free  
 Project Collaboration Software [Try Now](#)


**Zoho Reports**  
 Online Reporting & BI Service [Try Now](#)


**Zoho People** 10 Users Free  
 HRIS & Applicant Tracking System [Try Now](#)


**Zoho Business** 10 Users Free  
 Email Hosting & Office Suite [Try Now](#)


**Zoho Marketplace**  
 Buy Apps -or- Post your requirement [Try Now](#)

## Sign In

Username:

Password:

[Forgot Password ?](#)

☐ Keep me signed in

☐ Use Secure Access

New User? [Sign Up](#) for Free!

Sign In using



Google  
Apps



## Utilities

### Site 24x7

Website Monitoring Service

### Zoho Polls

Online Polls in a snap

### Zoho Viewer

View and Share Documents Online

### Zoho Challenge


Easiest Way to Evaluate Candidates





Get your Email inside CRM


Home


 [Daily Reference Stats](#)


 [Daily Reference Stats View](#)


 [Thursday, August 9th Report](#)

 [IM Questions Only](#)

 [Research Questions Only](#)

 [noontime](#)


 [sundays](#)

 [thursdays](#)

 [nights](#)

## Daily Reference Stats [More Actions](#) ▼

**Day \***

**Date \***   [dd-MMM-yyyy]

**Time \***

**Patron Location \***

☐ 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!

[Home](#)
[Daily Reference Stats](#)
[Daily Reference Stats View](#)
[Thursday, August 9th Report](#)
[IM Questions Only](#)
[Research Questions Only](#)
[noontime](#)
[sundays](#)
[thursdays](#)
[nights](#)

## Daily Reference Stats View [More Actions](#)

[Add](#) | [Bulk Edit](#) | [Duplicate](#) | [Delete](#) | [Search](#) | [1-100](#) | [100 per page](#) | [Record Count](#)

<input type="checkbox"/>		Day	Time	Patron Location	Question Type	Research Questions
18-Sep-2009						
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	1PM-2PM	In-Person	Research (How do I find resources on...?)	RefWorks w/SOPHIA + Literary criticism of Tenn. Wms. short
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Research (How do I find resources on...?)	Retired faculty with questions about te local library has a title.
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	1PM-2PM	Phone	Other (specify below)	Community person interested in dona but no).
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Directional (Where are the bathrooms?)	Retired faculty could not locate a book
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Research (How do I find resources on...?)	MAT student needed lesson on how to
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Technical (Can you help me print?)	Printer default had been changed on a
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Research (How do I find resources on...?)	Student seeking journals in Education
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	12PM-1PM	In-Person	Technical (Can you help me print?)	Using RefWorks
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	4PM-5PM	In-Person	Research (How do I find resources on...?)	finding articles on portrayals of men a
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	3PM-4PM	In-Person	Other (specify below)	calling CTS and confirming that stude
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	2PM-3PM	In-Person	Directional (Where are the bathrooms?)	confirming which floor a book is on
17-Sep-2009						
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Thursday	9:01PM-10PM	In-Person	Research (How do I find resources on...?)	where to get started on researching "s
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Thursday	9AM-10AM	In-Person	Technical (Can you help me print?)	The document file would not open - w

[Home](#)
[Daily Reference Stats](#)
[Daily Reference Stats View](#)
[Thursday, August 9th Report](#)
[IM Questions Only](#)
[Research Questions Only](#)
[noontime](#)
[sundays](#)
[thursdays](#)
[nights](#)

## Daily Reference Stats View [More Actions](#)

[Add](#) | [Bulk Edit](#) | [Duplicate](#) | [Delete](#) | [Search](#) | [1-100](#) | [100 per page](#) | [Record Count](#)

<input type="checkbox"/>		Day	Time	Patron Location	Question Type	Research Questions
18-Sep-2009						
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	1PM-2PM	In-Person	Research (How do I find resources on...?)	RefWorks w/SOPHIA + Literary criticism of Tenn. Wms. short
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Research (How do I find resources on...?)	Retired faculty with questions about te local library has a title.
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	1PM-2PM	Phone	Other (specify below)	Community person interested in dona but no).
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Directional (Where are the bathrooms?)	Retired faculty could not locate a book
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Research (How do I find resources on...?)	MAT student needed lesson on how to
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Technical (Can you help me print?)	Printer default had been changed on a
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Research (How do I find resources on...?)	Student seeking journals in Education
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	12PM-1PM	In-Person	Technical (Can you help me print?)	Using RefWorks
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	4PM-5PM	In-Person	Research (How do I find resources on...?)	finding articles on portrayals of men a
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	3PM-4PM	In-Person	Other (specify below)	calling CTS and confirming that stude
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	2PM-3PM	In-Person	Directional (Where are the bathrooms?)	confirming which floor a book is on
17-Sep-2009						
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Thursday	9:01PM-10PM	In-Person	Research (How do I find resources on...?)	where to get started on researching "s
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Thursday	9AM-10AM	In-Person	Technical (Can you help me print?)	The document file would not open - w

## Home

[Daily Reference Stats](#)
[Daily Reference Stats View](#)
[Thursday, August 9th Report](#)
[IM Questions Only](#)
[Research Questions Only](#)
[noontime](#)
[sundays](#)
[thursdays](#)
[nights](#)

## Daily Reference Stats View

[More Actions](#) ▼

[Add](#) | [Bulk Edit](#) | [Duplicate](#) | [Delete](#) | [Share](#)

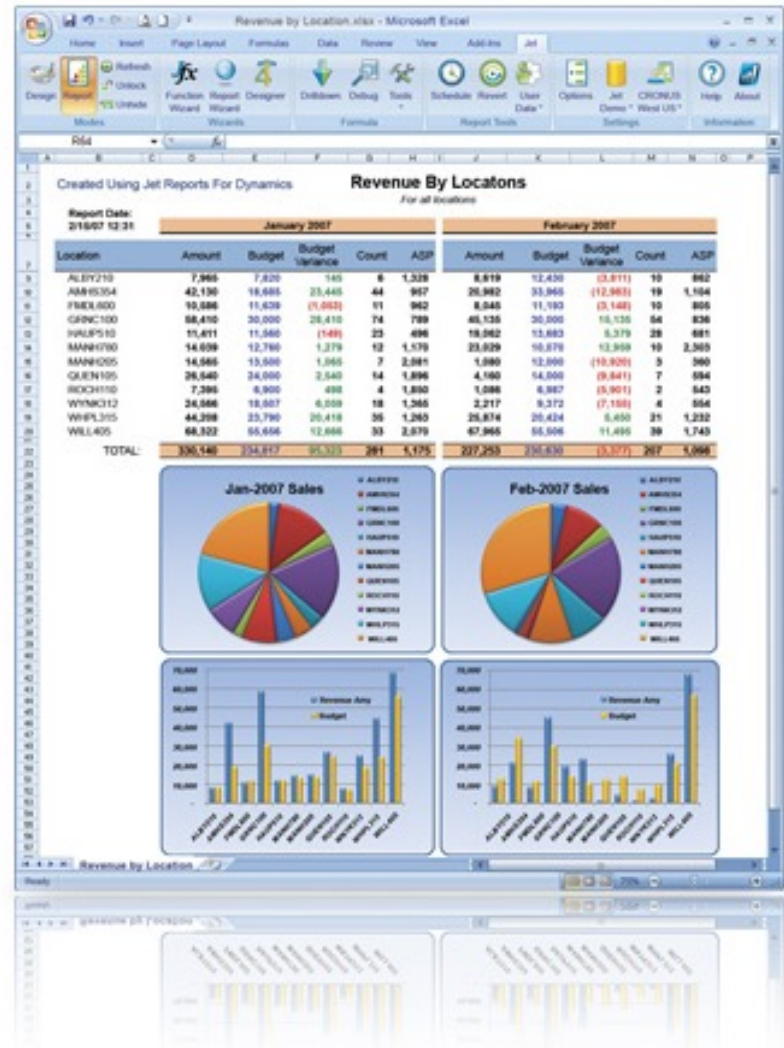
100 per page [Record Count](#)

<input type="checkbox"/>		Day	Time	Location	Question Type	Research Questions
<b>18-Sep-2009</b>						
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Research (How do I find resources on...?)	RefWorks w/SOPHIA + Literary criticism of Tenn. Wms. sho
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Research (How do I find resources on...?)	Retired faculty with questions about local library has a title.
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Other (specify below)	Community person interested in do but no).
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Directional (Where are the bathrooms?)	Retired faculty could not locate a bo
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Research (How do I find resources on...?)	MAT student needed lesson on how
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Technical (Can you help me print?)	Printer default had been changed o
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	11AM-12PM	In-Person	Research (How do I find resources on...?)	Student seeking journals in Educat
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	12PM-1PM	In-Person	Technical (Can you help me print?)	Using RefWorks
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	4PM-5PM	In-Person	Research (How do I find resources on...?)	finding articles on portrayals of mer
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	3PM-4PM	In-Person	Other (specify below)	calling CTS and confirming that stu
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Friday	2PM-3PM	In-Person	Directional (Where are the bathrooms?)	confirming which floor a book is on
<b>17-Sep-2009</b>						
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Thursday	9:01PM-10PM	In-Person	Research (How do I find resources on...?)	where to get started on researching
<input type="checkbox"/>	<a href="#">Edit</a>   <a href="#">View</a>	Thursday	9AM-10AM	In-Person	Technical (Can you help me print?)	The document file would not open -

- 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/>
  - Vanderbilt  
[http://www.vanderbilt.edu/cft/resources/teaching\\_resources/technology/crs.htm](http://www.vanderbilt.edu/cft/resources/teaching_resources/technology/crs.htm)
  - 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

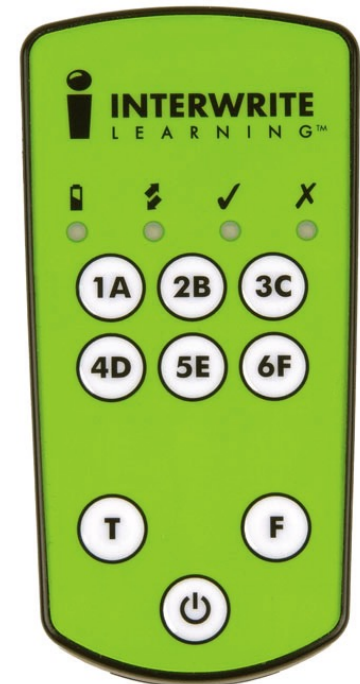
# Put the class in the students' hands

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



# 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





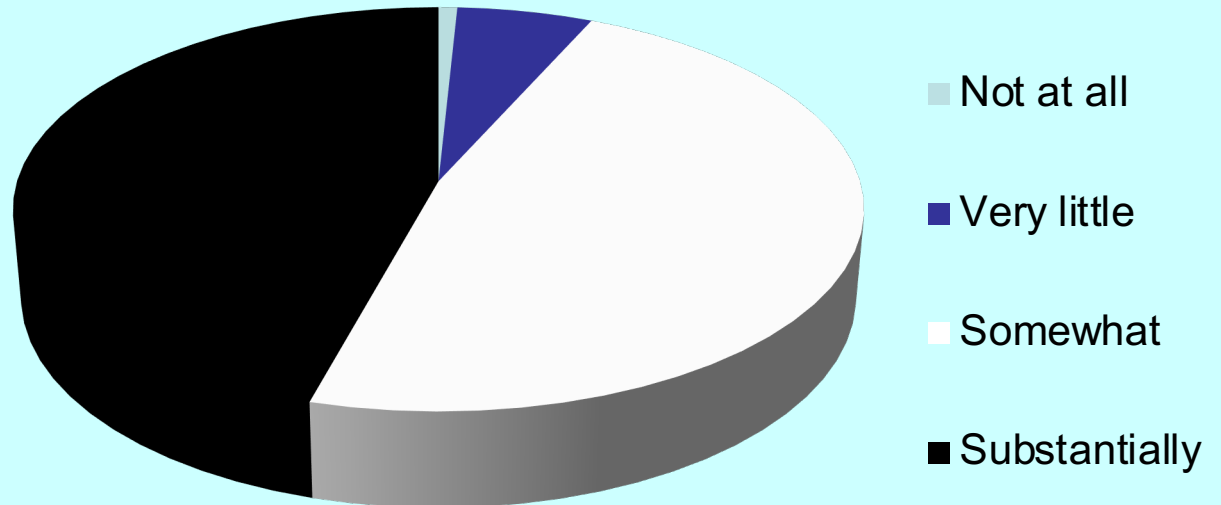
# Educational value:



- **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/>



# University of Texas British Literature class



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

SloanC 2009 - Leigh Harris and Annelie Rugg

Share Favorite Get File More...

## Class Avatars



- 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

# 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

#### 4 Boolean Operators

Click the silver sphere and reset the game first if necessary.

For this activity, look at the items in the pool and think of descriptors, as in a database search, for example orange ball.

Move the items into the circle at the end of the pool with the silver sphere & floating text that is giving you search criteria to match.

When you have the right combination it will display a new one for you to do.

click the sphere to reset the game at any time

This exercise demonstrates how Boolean Operators AND, OR, and NOT work

#### AND

You get fewer objects in the pool

#### NOT

You get fewer objects in the pool by not including some objects

#### OR

You get more objects in the pool.

Austin  
Community  
College  
Boolean Pool,  
KnowHow  
Island, SL

[go.nmc.org/KnowHow](http://go.nmc.org/KnowHow)

Member  
FieldingLibrarian Catnap





Member  
FieldingLibrarian Catnap



Lounge - M







Member  
FieldingLibrarian Catnap

# 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