

Spring 2011 Conference

Innovation and Creativity

Friday, April 29, 2011

8:30 a.m.-

9:15 a.m.

Registration and Breakfast

9:15 a.m -

9:30 a.m.

Welcome

Marc Bayer, vice-president/president elect WNY/O ACRL ; Janice Mutz, OCULA president

Scholars Portal

9:30 a.m. -

Alan Darnell, Manager, Scholars Portal Services, <http://spotdocs.scholarsportal.info/display/sp/home>

10:15 a.m.

In this session, Alan will discuss the formation of Scholars Portal by the Ontario Council of University Libraries consortium and the projects that it has developed as well as the innovative visions for the future.

Pecha Kucha *(see descriptions below)*

10:15 a.m.-

11:00a.m.

- *Can QR codes help our library users find needed resources?*
Kathy Szigeti, University of Waterloo
- *Join your users in mobile spaces*
Sarah Forbes, University of Toronto Scarborough
- *The Cummings Library and Collaboratory*
Kathy Hicks, Mohawk College
- *Hear @ Buffalo: the poetry collection's audio migration project*
James Maynard, University at Buffalo, SUNY
- *What can we learn from campus leaders, quickly?*
Rea Devakos, University of Toronto
- *Focus groups to assess library services and spaces - UTM Graduate Students, the library wants to talk to YOU!*
Mindy Thuna, University of Toronto Mississauga

11:00 a.m. -

11:15 a.m.

Break – visit the posters *(see list below)*

11:15 a.m. -

12:00 p.m.

Birds of a Feather

The idea of birds of a feather (BoF) is to give people a chance to get together and discuss topics of mutual interest. Ideas for discussion are all up to participants. You will have a chance to contribute your idea or sign up for a session. Each of the discussion topics will be assigned a table and during the BoF hour time slot...groups can take the discussion wherever it will go! (modified from: <http://wilu2010.blog.lib.mcmaster.ca>)

12:00 p.m. -

1:00 p.m.

Lunch - visit the posters *(see list below)*

1:00 p.m.-

4:00 p.m.

Innovation Boot Camp

<http://innovationbootcamp.wordpress.com/about/>

5:30 p.m.

Dinner in Jordan Village for those who want to stay after the conference!

Pecha Kucha

Can QR codes help our library users find needed resources?

Kathy Szigeti, University of Waterloo

A QR Code is a specific barcode readable by camera phones. They can be used to display text to the user, to add a vCard contact to the user's device, to open a URI or to compose an email or text message. QR codes can provide useful content at the time of need. They are being implemented by businesses and libraries.

I will show how libraries use the code and specifically a pilot project that we at uWaterloo would like to implement.

Here is why I think this is innovative:

The “ACRL 2010 top ten trends in academic libraries” predicts “explosive growth of mobile devices and applications will drive new services.” The widespread use of QR codes could surely be a part of that.

The blockquote is from C&RL News. QR codes and academic libraries: Reaching mobile users. By Robin Ashford. <http://crln.acrl.org/content/71/10/526.full>. The quote within it is from: ACRL Research Planning and Review Committee, “2010 top ten trends in academic libraries: A review of the current literature,” C&RL News 71, 6 (June 2010): 286–92.

Join your users in mobile spaces

Sarah Forbes, University of Toronto Scarborough

An increasing number of students and faculty are accessing and interacting with information through portable electronic devices such as e-readers, smartphones and tablets. Find out how University of Toronto Libraries are joining their users in mobile spaces through staff professional development opportunities, technology lending projects, e-content delivery and application sharing.

The Cummings Library and Collaboratory

Kathy Hicks, Mohawk College

The Cummings Library and Collaboratory opened at Mohawk College in January, 2011. The Collaboratory is an innovative and unique destination space where students, faculty and staff collaborate on projects that blend learning with creativity. Students and staff are inspired to use technology to explore, inquire, discover, learn and create! Our new space has given us the opportunity to work closely with students and faculty in various college departments to create exciting projects and services. In this Pecha Kucha, I will showcase some of the collaborative initiatives that we have launched to date such as daily tech talks, student music concerts, student-generated digital displays, faculty events and more!

Hear @ Buffalo: The Poetry Collection's Audio Migration Project

James Maynard, University at Buffalo, SUNY

In 2009, the Poetry Collection of the University Libraries, University at Buffalo, The State University of New York, received a \$202,241 Preservation and Access grant from the National Endowment for the Humanities for a two-year project to reformat, catalog and make accessible 1,000+ cassette and reel-to-reel audio recordings of poetry materials dating back to the early 1960s. Capturing poetry readings, lectures, interviews, conferences and other literary events, these tapes document the development of innovative and avant-garde poetries and their communities throughout the second half of the twentieth century as well as Buffalo's role within that history. Readings by both canonical and non-canonical poets are featured in the collection, including such prominent American and international figures as John Ashbery, Robert Bly, Basil Bunting, Robert Creeley, Diane Di Prima, Ed Dorn, Robert Duncan, Allen Ginsberg, Robert Graves, Denise Levertov, Robert Lowell, Frank O'Hara, Charles Olson, George Oppen, Kenneth Rexroth, Gary Snyder, Diane Wakoski and Louis Zukofsky.

This session will provide an overview of the audio migration project in general—its technical, cataloging, and copyright challenges—while highlighting its most innovative and creative aspects (which, I believe, are what secured us the NEH grant in the first place).

What can we learn from campus leaders, quickly?

Rea Devakos, University of Toronto

This session reports on a focus group methodology built on Dervin's Sense Making communication methodology. Unlike many focus group and other qualitative research methods, this approach delivers in depth, reliable data quickly. Originally piloted by Dr. Dervin at Ohio State, it has been used at the University of Toronto to study information seeking amongst leaders of student journals. Informal campus leaders, including students, are seldom studied by libraries. Yet they are often deeply engaged in the institution and influence the actions and perceptions of others. The session will outline the methodology and highlight a few key results.

Focus groups to assess library services and spaces - UTM Graduate Students, the library wants to talk to YOU!

Mindy Thuna, University of Toronto Mississauga

Have you ever run a focus group? Let me tell you, it is not easy to a) get enough people to come (although food helps.. a lot.. but that, of course, requires money) b) find dates and times when people who MIGHT be coerced into coming will actually show up and c) facilitate a conversation, i.e. no talking or expressing an opinion or raising an eyebrow. All that aside, between December 6, 2010 and January 6, 2011, I ran 5 focus groups for graduate students at the UTM campus of the University of Toronto. In each 2 hour session I facilitated a conversation between from 4 to 10 students in both professional and doctoral stream programs to assess their information needs and wants as part of a larger graduate student needs assessment on library services and spaces that I am currently completing. I heard ranting, compliments, tales of woe and disappointment and forced them to draw pictures. I encouraged them to eat more and to talk more about where and how they find information to fulfill their scholarly needs. This pecha kucha will focus on the preliminary analysis of the results of these focus groups.

Posters

Mashup at Reference: A New Conceptual Application of Knowledge Management

Candy Yip, University of Toronto Mississauga

Faced with the overwhelming of information, how can librarians and staff at the reference desk get the latest updates from a variety of in-house sources, such as library website, blogs, wiki etc, to facilitate their daily work and yet provide effective and efficient service for users? Most literature on Knowledge Management (KM) has been discussed and practiced in the realm of business; however, research on the management of tacit knowledge, particularly for library in-house communication, is still limited. To facilitate better communication among reference and instruction staff, a new conceptual model is proposed: tacit knowledge in libraries that is transformed to explicit knowledge in the form of websites, bookmarks, and social networking tools (blogs, Facebook, Flickr etc) is compiled using mashup as a potential tool. Instead of going to different sources to get information, reference staff can now have a one-stop platform for updates.

Collaboration and Integration: An update on the library's role in McMaster's iSci program

Andrew Colgoni, Sarah L. Symons, Chad T. Harvey and Carolyn H. Eyles, McMaster University

iSci, a brand-new four-year undergraduate integrated science program at McMaster University, is doing things differently. Recognizing the need to produce scientists that are both information and science literate, the program includes an embedded librarian and unprecedented library collaboration. Throughout the development of the program, the library has had involvement on matters of policy, direction and curriculum. The creation of a weekly 'Science Literacy' course introduces issues of scientific reading, writing, presenting, publishing and information use; skills many students lack until later years. An innovative space-sharing program combines iSci faculty offices, the science fluencies librarian, student study space, and a state-of-the-art classroom together in the library where collaboration happens readily. With iSci still nascent, we seek feedback, comments and suggestions from the teaching and learning community to continue to push this unique collaboration forward.

SPARK information literacy professional development program for faculty

Jennifer Peters, Seneca College

SPARK stands for Short Practical Academic Research Knowledge sessions.

Since 2008 Seneca Libraries have been offering this unique professional development program to faculty. These sessions provide faculty and staff the opportunity to learn about scholarly research and library resources. SPARK sessions are offered in a variety of delivery modes:

- Face-to-face workshops - offered throughout the academic year during Teaching and Learning with Technology Days, the Faculty Forum as well as through workshops scheduled by the Centre for Faculty and Staff Development.
- e-learning modules - provided for those who cannot attend face-to-face workshops, and also for those who wish to keep up-to-date with changes in this developing field.
- One-on-one sessions with a librarian – faculty can meet with a librarian to learn about all the information covered in the face-to-face and online sessions.
- SPARKnews - a monthly column on what's new in scholarly research, library resources and the world of information.

This program has proven very popular with faculty which is evidenced by word-of-mouth advertising among the schools and high usage statistics.

Active learning models and library instruction

Silvia Vong & Keely Robinson, Brock University

According to active learning models, instruction that engages and encourages participation is important in achieving learning outcomes. Often, literature in active learning models discuss and consider learning styles of students and patrons. However, library literature rarely explore the teaching styles of librarians. The instructional style of librarians can vary and can vary depending on the comfort levels of a librarian in a classroom or online environment. As a result, applying one model of instruction for active learning can be difficult to execute effectively for librarians who have preferred teaching styles that range from the facilitator (active) to the authoritarian (passive). This poster explores varying teaching styles and provides creative strategies in meeting the learning styles of students in the classroom and in an online environment.

Showcasing the Journal of Library Innovation, a publication of the Western New York Library Resources Council

Ann Tenglund, St. Bonaventure University

We will showcase the Journal of Library Innovation, a publication of the Western New York Library Resources Council. Many of the conference presenters and attendees will be interested in the content of this journal, and may even have articles to submit for publication. We will inform attendees about the journal, the types of articles published so far, how the journal is published (using open access software), and opportunities for publication and other service.