

From the University Librarian

Joanne Schneider

Developments in the Digital Humanities

The library has become the poster child for change due to information technology and the growing global cyberinfrastructure. We understand this from our students who, according to the Pew Survey, enjoy the highest share of participation in the Internet and technology among adults and account for exponential increases in the use of library digital resources. We also understand this from the faculty who inform us of the success of their “scholar’s desktop” since they can access so much of what they need – including a growing number of primary resources – available online from their offices.

To maximize the full array of resources in Case Library and Geyer Center for Information Technology and to provide enhanced access to highly desired materials, the Libraries have engaged in a number of digitization projects.

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Web Mapping for the Humanities and Social Sciences

by Debbie Krahmer

What is web mapping? Sometimes called “mapping mashups,” “web cartography” or “web GIS,” web mapping refers to using free or low-cost online applications to map spatial data or any information with some sort of geographic location connected to it, in order to analyze information. It includes using tools like Google Fusion Tables, Google Maps, and Google Earth, as well as any number of related mapping applications online. These programs often do not require much training or experience in order to make use of the data; if you’ve ever used Google Maps to draw directions for someone, you’ve got the skills to use web mapping in the classroom!

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How Do Colgate Students Do Research?

by Peter Tagtmeyer



During April 2010, Colgate sophomores, juniors and seniors participated in a national survey that asked questions about how and why students do research, what resources they use in both personal and academic research, and how they evaluate information. Colgate was 1 of 25 colleges and universities that participated in the survey. The survey was conducted by Project Information Literacy (PIL,) a national study hosted by University of Washington that is examining early adults’ research competencies and practices in the digital age.

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Transliteracy - Learning “Across” (Platforms, Networks, Modes)

by Clarence Maybee

I have come to think of literacy as what you gain after engaging in an expanse of learning activities taking place in various contexts that then enable you to apply what you know to navigate new learning environments. This contrasts with the view that literacy is a set of functional skills that you have to learn first and before you are able to learn other things. In today’s world of rapid change I am often asked about new and emerging theories of literacy – information literacies, visual literacy, media literacy, transliteracy, and so forth. Sometimes it seems a bit hard to manage all these interrelated theories and models, each emphasizing a piece of the puzzle it considers fundamental for navigating the changing information landscape. While there is definitely overlap, I think that each theory offers unique perspectives that can and should be leveraged in particular situations.



Particularly relevant to education today is the theory of transliteracy. Transliteracy is a relative newcomer to the literacy conversation. While it tends to focus on technology and infrastructure less than critical engagement, it nevertheless emphasizes important ways we handle information that are increasingly coming to the fore. In a nutshell, it provides an important new focus that describes how we find and use information differently than we did in the past. Transliteracy is interested in how we “read, write and interact across different platforms, tools and media.”

Transliteracy does not privilege text above other modes of communication, but instead views all modes of communication as important pieces of a whole. It notes that through social networking we are once again emphasizing orality, as well as visual, textual and other ways of communicating. The key concept here is “across.” Transliteracy views information as existing in pockets within and between separate networks. The transliterate person traverses the space between networks and make use of the information that exists both formally and informally in these different locales.

Transliteracy scholars urge us in higher education to leverage the technological world that our students are already embracing. They call for us to introduce our students to new technologies as well as emerging information practices because this will better position students to engage with the ever changing information landscape. For my part, I agree. I believe that our ideas of literacy must continually adapt to account for changes in how we use information. I see transliteracy as part of the puzzle. In tandem with other approaches to using information critically, transliteracy extends our definition of 21st century literacies in a productive and necessary way. ●

For more information see:

Thomas, S. (2008). Transliteracy and New Media. In *Transdisciplinary Digital Art: Sound, Vision and the New Screen*. R. Adames, S. Gibon and S. M. Arisona (Eds.). Berlin: Springer.

Transliteracy lecture by Sue Thomas (video) given on Oct 24, 2008 at de Montfort University in Leicester, England retrieved from <http://vimeo.com/2831405> on Mar 31, 2011.

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Library Home >> Digital Collections



An example is Howard D. Williams' *A History of Colgate University 1819-1969* (available through our Digital Library Collection at <http://diglib.colgate.edu>). We were overwhelmed by the use it received on the day it became available. Moreover, a number of faculty in the humanities and social sciences have engaged librarians in their use of digital tools and technologies with increasing sophistication and innovation in ways that are transforming our practices of collaboration and communication.

In order to better understand this growing prospect of Colgate librarians being engaged by faculty in course-related digital projects, I attended presentations on the digital humanities at the Modern Language Association (MLA) annual conference in early January. Falling at the intersection of computing and the humanities and social sciences, a major goal of researchers in what is called "the digital humanities" is to understand scholarly documents as more than texts and papers. This would include the integration of multimedia, metadata (cataloging), and a dynamic environment. An example is The Valley of the Shadow (see http://en.wikipedia.org/wiki/The_Valley_of_the_Shadow) project at the University of Virginia. When scholars working on such projects rely extensively on primary, unique, or rare materials in library collections, librarians frequently become collaborators in locating, assessing copyrights and usability, digitizing, organizing, providing standardized metadata, and preservation for the resources involved. An example of such a project at Colgate is the *Shi Dai Man Hua (Modern Sketch)* collaboration currently underway between the Libraries and John Crespi, Luce Associate Professor of Chinese. Since the Libraries own the most complete set of this 1930s Chinese illustrated serial in the world, it made sense for us to respond positively to John's request that we digitize it to enhance student and researcher access to it and to protect the increasingly fragile paper on which it is printed. Also, other faculty members have begun to involve their students in digital humanities projects this semester using materials in the Libraries' Special Collections.

One of the presentations I attended was "Literary Research in/and Digital Humanities." Six scholars spoke about critical partnerships with librarians on digital projects. In particular, Susanne Woods, Associate Provost at Wheaton College (MA), discussed how collaborations between faculty and librarians can advance undergraduate information literacy by engaging students in upper-level research involving digitizing texts and marking them up with TEI (Text Encoding Initiative), the standard protocol for the digital encoding of scholarly texts in the humanities. In this context she has provided leadership for the Council of Independent Colleges (CIC) support for 45 colleges in the development of information literacy (IL) programs for literature and history courses. For example, through this initiative Hope College has developed a Digital Humanities Program that engages students and faculty in innovative work using archival materials, digital technology, and new media presentation methods to expand notions of research.

In closing, the librarians are learning that these digital projects encourage interactions between the expert and the amateur, the creative artist and the scholar, and the teacher and the student. Our nascent collaborative work with faculty and students has provided us with a breathtaking view of how Colgate may participate in the creation of a networked integrated digital representation of the cultural record with an amazing scope. We will continue to report on these collaborative projects as they evolve. ●

Web Mapping continued from page 1

Web mapping is not a new concept. Many fields have been using GIS and mapping for organizing, analyzing and visualizing data. Within the past decade, web mapping has gained ground in the humanities and social sciences especially, becoming just one aspect of the wide discipline of data visualization within the digital humanities.

Working with data is about recognizing and understanding patterns. This involves information literacy and critical thinking--finding the information, understanding what to do with the information, and then recognizing and communicating patterns found. For students, web mapping can be a different way that students can engage with texts, films, images, locations, or ideas. Connecting something to a physical space, even if one can't experience it in person, can allow a student to understand something at a deeper level. With free, easy-to-use online resources, students can map out locations from a book, view maps that dynamically replay the spread of HIV/AIDS over time in a location, or create a multimedia trip through Europe using landscape paintings.

Having students interrogate a pattern through web mapping or other data visualization techniques can help in the process of moving a student from a consumer of information to a producer of information—from someone who is wow'd by graphics to someone who can critically judge how information is being presented to them in visual formats.

If you'd like more information on how to find web mapping resources for your class, or to work with ITS and the Libraries to develop a web mapping project, please contact CEL (<https://sites.google.com/a/colgate.edu/cel/>). ●

How is web mapping being used in Humanities and Social Sciences?

Check out these examples:

Cityscapes Project: (Re) Inventing Tokyo

https://www.amherst.edu/offices/it/teaching_research/faculty_project_showcase/reinventing_tokyo Working with the developers of the Cityscapes Project, Amherst College professors use web mapping with their students to examine how Tokyo has changed over time.

Mediterranean Archaeology GIS (MAGIS)

<http://cgma.depauw.edu/MAGIS/> DePauw University hosts this online database of archeological surveys of the Mediterranean region, as well as an online spatial search engine that can be used with Google Earth.

Google Lit Trips

<http://www.googlelittrips.org/> Downloadable Google Earth "trips" that give you multimedia virtual trips through world literature (mostly aimed at elementary and high schools).

Flowingdata.com

<http://flowingdata.com/> Showcases daily data visualizations, including web mapping. Look for the immigration map created with Legos to see the variety of materials they collect.

Bionic Teaching <http://bionicteaching.com/?p=235>

Tom Woodward discusses his use of Google Maps to create a map of events in the novel *Whirligig* by Bob Fleischman.

Case-Geyer to Add 98 Seats For Fall 2011

In response to student requests to add more seating, Case-Geyer will install additional study carrels this summer. Most academic libraries experience exhausted seating capacity at the end of each semester but this occurred in Case-Geyer early in the semester. Last fall, librarians and staff began to track times when students reported not being able to find a seat in order to make the case for added funding. Fortunately, the senior administration responded immediately to our request. Some new carrels will be assigned to students working on senior projects with the rest being available for open use on a first-come, first-served basis. In addition, University Librarian Joanne A. Schneider has hired a space consultant to assist in identifying the ideal number of library seats for Colgate students and how to best utilize existing library spaces for this purpose with minimal disruption to core services and functions. ●

New Online Encyclopedias @ CU Libraries

- Boy Culture: an encyclopedia
- Encyclopedia of Curriculum Studies
- Encyclopedia of Educational Reform and Dissent
- Encyclopedia of Giftedness, Creativity and Talent
- Encyclopedia of Identity
- Encyclopedia of Law and Higher Education
- Encyclopedia of Middle East Wars: The United States in the Persian Gulf, Afghanistan, and Iraq Conflicts
- Encyclopedia of Research Design
- Encyclopedia of Social Movement Media (Sage)
- Encyclopedia of the Korean War : a political, social and military history
- Greenwood encyclopedia of lgbt issues worldwide
- Literary Research Guide (MLA)
- Peace movements worldwide
- Same-sex marriage: a reference handbook

Colgate Students & Research continued from page 1

Several notable findings in the survey were mirrored in Colgate students' 408 responses. In many ways Colgate students are skillful users of information tools. Respondents reported using article databases to complete assignments. More than 50% of respondents reported applying most of the evaluation criteria that librarians endorse to assess the credibility of information sources they encounter. However, high numbers of respondents also reported having difficulty with some "high order" abilities related to conceptualizing their research.

For example, large numbers of survey takers reported that it was difficult to start a course-related research project (84% overall, 86% at Colgate.) Similarly in the national study, 66% of respondents agreed that it was difficult to define a topic when doing a course-related research project (70% at Colgate,) and 62% agreed that narrowing down a research topic was difficult (70% locally.)

In an effort to better understand these findings, local responses to other survey questions that addressed research practices and resources were analyzed for significant associations with these major findings. There were a few interesting results (see box on right).

These results suggest that difficulty in starting a research assignment may be associated with research practices that many instructors and librarians would not recommend. The same is true for practices and resources associated with difficulty in defining a research topic. Students reporting difficulties tended to report use of less sophisticated research practices and generalized resources.

In response to these findings, Colgate librarians are considering pedagogic and programmatic approaches aimed at diminishing the difficulties that students encounter. For example, when we, as librarians, work with students we are trying to emphasize "strategies" for using information in addition to finding it. While still formative, we are also developing ideas on how librarians and faculty might, independently or jointly, work with students to explicitly address the development of student research abilities and practices. ●

Practices & Resources Associated with Getting Started, Defining, and Narrowing Topics:

Responses to "**Getting started** on the assignment is difficult" associated significantly with:

- Once I find the number of citations the instructor expects, I end my research process
- If the assignment is a paper, I sit down and just start writing, without much of a plan for what I'm going to say at all

Responses to "**Defining** a topic for the assignment is difficult" associated significantly with:

- Once I find the number of citations the instructor expects, I end my research process
- If I don't find something in one or two searches, I start over with a brand new topic
- Search engines (e.g., Bing, Yahoo!, Ask.com)
- Wikipedia

Responses to "**Narrowing** down a topic is difficult" associated significantly with:

- If I don't find something in one or two searches, I start over with a brand new topic

Library Staff News

Charlotte Droll - Attended: Association for College and Research Libraries (ACRL) Biennial Conference, Philadelphia, PA, Mar 2011; 3 T's: Exploring New Frontiers in Teaching, Technology and Transliteracy, Johnstown, NY, Mar 2011

Cindy Harper - Attended: 3 T's: Exploring New Frontiers in Teaching, Technology and Transliteracy, Johnstown, NY, Mar 2011; Innovative Users' Group 19th Annual Conference, San Francisco, CA, Apr 2011

Emily Hutton-Hughes - Attended: Informed Learning & 6 Frames Workshop, Clinton, NY, Mar 2011

Ann Kebabian - Attended: 2020 Vision: A New Decade for Technical Services, Worcester, MA, Apr 2011; Innovative Users' Group 19th Annual Conference, San Francisco, CA, Apr 2011.

Debbie Krahrmer - Attended: 3 T's: Exploring New Frontiers in Teaching, Technology and Transliteracy, Johnstown, NY, Mar 2011; National Institute for Technology in Liberal Education: Webmapping for the Humanities and Social Sciences, Clinton, NY, Jan 2011

Sarah Keen - Attended: Mid-Atlantic Regional Archives Conference, Harrisburg, PA, Nov 2010

Francesca Livermore - Attended: Association for College and Research Libraries (ACRL) Biennial Conference, Philadelphia, PA, Mar 2011

Clarence Maybee - Attended: 3 T's: Exploring New Frontiers in Teaching, Technology and Transliteracy, Johnstown, NY, Mar 2011; **Presented Poster:** Association of Library and Information Science Educators, San Diego, CA, Jan 2011; **Facilitated:** Northeast Regional Computing Program (workshop on collaboration), Southbridge, MA, Jan 2011; Informed Learning & 6 Frames Workshop, Clinton, NY, Mar 2011

Mike Poulin - Attended: Harder Working Campuses, Syracuse, NY Mar 2011; SUNY Publishing, Promoting and Preserving Scholarship, Binghamton, NY, Apr 2011

Joanne Schneider - Attended: Association for College and Research Libraries (ACRL) Biennial Conference, Philadelphia, PA, Mar 2011

Peter Tagtmeyer - Attended: 3 T's: Exploring New Frontiers in Teaching, Technology and Transliteracy, Johnstown, NY, Mar 2011

Deborah Wagner - Attended: 2011 ILLiad International Conference, Virginia Beach, VA, Mar 2011

New Digital Resources

Cecil Papers

According to Susan Cerasano the Cecil family was one of the most central and influential families of the period from 1500 into the early seventeenth century and this database is unrivaled in terms of providing access to the history and culture of the early modern period. The Cecil Papers contains nearly 30,000 documents gathered by William Cecil (1521-98), Lord Burghley and his son Robert Cecil (1563-1612), First Earl of Salisbury.



American Antiquarian Society Historical Periodical Collection

This resource provides digital access to what is by far the most comprehensive collection of American periodicals published between 1691 and 1877. Almost every seventeenth and eighteenth-century American title is represented in addition to the majority of works published before 1821. We have added series 1 and 2 of the 5 which will be eventually available. These have coverage through 1837.

Colgate University Libraries

Regular Library Hours
Academic Year 2010-2011

Case Library and Geyer Center for
Information Technology

Monday—Thursday: 8 a.m.—2 a.m.
Friday: 8 a.m.—10 p.m.
Saturday: 10 a.m.—10 p.m.
Sunday: 10 a.m.—2 a.m.

Cooley Science Library

Monday—Thursday: 8 a.m.—midnight
Friday: 8 a.m.—10 p.m.
Saturday: 10 a.m.—10 p.m.
Sunday: 10 a.m.—midnight

For exceptions to the regular hours see:

<http://exlibris.colgate.edu/about/>

Phone Numbers

Case Reference: 315-228-7303
Case Circulation: 315-228-7300
Cooley Library: 315-228-7312
ITS/Source: 315-228-7111



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Colgate Libraries Newsletter

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Ethnographic Videos Online

This resource provides more than 750 hours and 1,000 films at completion for the study of human culture and behavior. The collection covers every region of the world and features the work of many of the most influential documentary filmmakers of the 20th century, including interviews, previously unreleased raw footage, field notes, study guides, and more. This first release includes 594 videos totaling roughly 395 hours.

Jstor IX

The Arts & Sciences IX Collection will widen JSTOR's coverage in the social sciences by 150 titles. Journals from over 25 countries provide outstanding international diversity, and unique depth to the collection, with research covering archaeology, anthropology, sociology, business, economics, population studies, and political science.

Oxford Language Dictionaries Online

Fully searchable, completely comprehensive bilingual dictionaries, and unique study materials that provide extra help with learning and using an expanding range of languages. Covers 6 languages - Chinese, French, Spanish, Italian, German, and Russian.

Birds of North America

It provides comprehensive life histories for each of the 716+ species of birds breeding in the USA (including Hawaii) and Canada.