Technology and Instruction: Reflections on Teaching (Cataloging) Online

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ALISE 2013
Technical Services Education SIG
Investigating Online Pedagogical Strategies in Technical Services Education: A Panel Discussion
January 24, 2013
Agenda

• Rationale
• Course Management Systems
• Wikis
• Blogs
• Twitter
• Service Learning
Rationale

• Online courses require a different approach than in-person ones for engaging students
  – Blackboard has certain limitations that technology can help overcome
• Technology can allow for active learning
• Professional librarians must engage with new technologies constantly, and any additional practice is beneficial
Course Management Systems

- Blackboard
- Google Sites
- Etc.

Uses for CMS
- Can be used in teaching
- Can be used by instructors for internal communications
  - Blackboard as an intranet for communications among professors regarding doctoral student application, for ad hoc working groups, etc.
  - Adjunct instructors for Principles of Cataloging and Classification have a Google Site they can use for sharing assignments, lectures, readings, etc.
Welcome to the secure shared space for instructors of 7312 Principles of Cataloging & Classification.

Documents We Create for Teaching
Resources (mostly Word documents) to share for teaching, in-class exercises, homework, and testing.

Course Materials We Use
Materials we've discovered in the literature and on the web (blogs, webinars, videos, etc.) serving as resources.

Announcements
Place to make announcements about upcoming events, meetings, resources, etc.

Discussion
Forum for Cataloging instructors to share ideas, ask questions, make comments and observations, etc.

MU-SISLT Google Group
Place to share developments in cataloging and cataloging education.

Directory of Instructors
Contact information for other Cataloging instructors.
Wikis for drafts and revisions

Using wikis in Cataloging for record creation exercises:

• Each student chooses a book that could be in the kind of library in which they want to work
  • Book, T.p., etc are photographed, link made to Amazon’s page
  • Book is then cataloged

• Grade given for students’ posting of draft assignment in the wiki

• Grade given for students’ peer assessment of two classmates’ work
  • In the case of confusion or inconsistencies, students are responsible for finding the right answer –either through contacting me or working it out on their own as a group

• Grade given for final product
  • in my experience, that product is much improved over non peer-reviewed records or even records that I have initially graded.
Benefits and drawbacks

Benefits
• Allows students to explore cataloging a book that is meaningful or relevant and personalized
  • Difficulties are not engineered: self-published books, challenging series statements, etc. are just part of it
• Allows students to communicate with each other safely
• Allows students to articulate questions they have about applying concepts (and potentially to explain to others, thereby increasing their comfort level)
• Sharpens students’ close reading and editing skills
• Saves my time on grading a first round of submissions, and ultimately produces a better result and I feel, allows for more learning
Benefits and drawbacks, continued

Drawbacks

• Much more labor-intensive in terms of grading to make sure all students have done all steps
• Very difficult for me to assess records if I don’t have the book in hand
  – Means that for just about every book, I have to create a new cataloging record
  – I may not catch every idiosyncrasy (but maybe that’s not the most important part of this exercise, really)
Student posts a draft of a metadata record

Comments from peer reviewers

**Michelle** said...

Saturday, October 6, 2012 12:50:06 AM CDT

Amy,

This looks really good. I can tell you put a lot of thought into each of your entries. The following feedback may just be my opinion, please take it as you will.

On the title, since "Identifying" follows a colon, I believe the "I" should be capitalized.

On creator, it said to list the name as found on the title page. Your author choose to list her middle name, so you might consider adding it to the creator field.

Not a 100% positive on this one, but the table of contents does list the abstract and introduction along with the appendices. I included this on my TOC. You might want to double check this.

For keywords you included "news, radio, and local". Heather mentioned thinking about the users when choosing keywords. If your user typed in these terms would they want this as part of their results? These terms seem very broad to me; therefore, I am not sure they are quality keywords. You might consider adding Public Broadcasting. Someone may be interested in this article as it relates to that topic.

Don't forget to update the date submitted field when you import into Rosetta.

Under extent the last numbered page is 40. Your users will essentially add the two values together to find the total pages. (vii, 40 leaves)

I hope this helps; I apologize if it feels nit-picky! Please let me know if anything wasn't clear. Thanks for giving me the extra time.

Have a great weekend!

Michelle

Jessica said...

Sunday, October 7, 2012 4:42:37 PM CDT

Amy,

I think Michelle hit on the main points, but I want to say that overall it looks good!
Blogs

• Currently, using blogs to post job ads
  – Reverse chronological listing means those getting ready to graduate could actually use as a job board
• Section for comments is designed to allow students to discuss requirements, what else they might need to learn (XML, etc.)
• Anyone can post a blog post, so contributions are open to students as well as the professor

Drawbacks
• Not necessarily a priority to maintain as the semester wears on
“Blogs” tool in Blackboard

Job postings

If a Blog or Journal can be graded, a grade assigned to an individual member is applied only to that individual. More Help.

Create Blog Entry

Instructions

Found a job that involves metadata? What are the qualifications? Post it here and let’s get a look at it!

Saturday, January 19, 2013

Electronic Resource Metadata Management Librarian, New York University - Division of Libraries

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New York, NY

In support of the increased reliance on access to scholarly electronic resources in NYU’s creation of a Global Network University, the Electronic Resource Metadata Management Librarian will bring leadership and expertise to the deployment of metadata that enable end-user access to electronic resources via the NYU Division of Libraries’ integrated discovery and access systems. Based in the Resource Management Department of Knowledge Access and Resource Management Services (KARMS), the Electronic Resource Metadata Management Librarian works collaboratively with staff in KARMS, particularly the Electronic Resources Collections Librarian and members of the KARMS Knowledge Access Design and Development Department, as well as staff in other areas of the library to coordinate a metadata management strategy for NYU Libraries electronic resources. Under the general supervision of the Head of Resource Management, the successful candidate will:

- Define, implement, document, evaluate, and refine a coordinated metadata management strategy for NYU Libraries electronic resources that includes approaches for managing catalog record supply chains, multiple processing streams, and knowledge base management activities
- Develop, implement, document, evaluate, and routinize electronic resource processing workflows to achieve timely end-user discovery and access to newly licensed electronic resources; analyze, design, and implement error and methods for electronic resource metadata processing, transformation, and ingest.
Possibility: Twitter for communication

• In Emerging Technologies for Libraries, students of all levels are required to look into 24 new-to-them technologies over the course of the semester
• Each week, they tweet about the experience using the class hashtag (#muemtech)
• Getting Cataloging or Metadata students involved in the Twitter Cataloging community may be more satisfying than subscribing to AutoCat or BIBFRAME-L, etc.
  • Susan Rathbun-Grubb has done some really fun things with Twitter in Cataloging
  • I’m still thinking about how exactly Twitter might work for serious communication
VerizonWirelessDeals @VZWDeals 26 Nov
Get the Motorola RAZR for FREE for #CyberMonday. New 2yr activation req’d. social.vzw.com/BDW pic.twitter.com/3BQnXLvK
Promoted by VerizonWirelessDeals
View photo

Amy Bailey @AmyCat_417 4m
Definitely prefer #Skype over #Tango. Have trouble with getting the latter to get both video and sound working. Unreliable #MUEmTech
Followed by Eliot Boden and 16 others
Expand

Amy Bailey @AmyCat_417 7m
I've enjoyed using #Skype for the first time. Surprised to see the chat feature. I thought it was just video calls! Good to know #MUEmTech
Followed by Eliot Boden and 16 others
Expand

Amy Bailey @AmyCat_417 9m
@mirda_inc I was skeptical at first, but I was really disturbed by how accurate this seemed to be. It all made sense to me! #MUEmTech
In reply to Miranda Stringer
View conversation

Jen Barnason @ilena 13h
@BMaass97 Ha! You should see what it thinks of CAPTCHAs... bit.ly/TpyxCH #MUEmTech
In reply to Brian Maass
View conversation

Brian Maass @BMaass97 14h
Been working on that Koha off & on for 3 weeks. Should've started w/ Apache as a tech. Then I could troubleshoot #s Koha issues.
Service learning

- Students in the Fall 2012 Principles of Cataloging and Classification conceptualized, designed, and created metadata for two end of term projects for the Binghamton University (NY) Department of Public Administration’s Masters capstones
  - Students designated the fields, then used the actual Best Practices documentation created by the librarians to complete the records
  - Students created records using the actual library software, getting feedback from the instructor and the metadata librarian on their submissions
    - They also got feedback from their classmates through the wiki record creation procedure described above
Benefits

• Anecdotally, students were pleased to be doing a service to real patrons

• Anecdotally, students took the work very seriously
  – Didn’t want to make mistakes because they understood that the capstones might be hidden if not cataloged correctly

• Partner institution (BU) was pleased to have the heavy lifting done on record creation even if those records weren’t 100% perfect

• Drawbacks: none that I can see at this time
Implementation of service to individual artists at the Broome County Arts Council

Sheriff, Rebecca
Binghamton University College of Community and Public Affairs; Binghamton University Libraries 2010

Online access

Title: Implementation of service to individual artists at the Broome County Arts Council
Author: Sheriff, Rebecca
Subjects: Broome County Arts Council--Case studies; Artists--New York (State)--Broome County--Case studies; Art--Marketing--Evaluation--Case studies; Broome County Arts Council; Artists; Marketing art; Broome County, New York; Needs assessment; Arts community; Art exhibitions
Description: Capstone Project (MPA)–Binghamton University, College of Community and Public Affairs, Department of Public Administration, Spring 2010
The Broome County Arts Council (BCAC) is seeking to broaden its impact on the community by enhancing its services. In particular the BCAC wishes to improve its services to individual artists to ensure they are serving the entire arts community. The BCAC desires to know how it can serve individual artists. A literature review revealed that a needs assessment would help the BCAC investigate artist’s needs. Needs of individual artists were also identified in the literature including aspects of marketing and knowledge and information artists must possess. A needs assessment was administered in the form of an electronic survey. The survey was sent via email to the BCAC mailing list with includes individual artists. The survey results were analyzed to identify needs and interests of respondents. Findings revealed strong needs in areas of marketing, interest in BCAC services and varied utilization of current BCAC services. Recommendations are made for the BCAC to start exploring program implementation, continue to collect information and enhance programming to individual artists.
Related Titles: Binghamton University CCPA Department of Public Administration Capstone Projects
Publisher: Binghamton University College of Community and Public Affairs; Binghamton University Libraries
Creation Date: 2010
Format: 1 digital resource (xii, 33 leaves)
Service learning, continued

• The all online spring 2013 Metadata class has two service-like opportunities involving technology:
  
  – Assignment to create TEI records for archival letters
    • These letters were photographed by a doctoral student in the French Department at our university
    • The University of Missouri’s institutional repository MOspace will host these files once they are completed by students
  
  – Option: work on a large-scale end-of-term group project to organize an online journal project through Binghamton University.
THANKS. QUESTIONS?