Where All Roads Lead:
Keeping the User at the Center

Joan K. Lippincott, CNI
Coalition for Networked Information
Spring 2018 Membership Meeting
Varieties of content

https://library.si.edu/image-gallery

https://www.davidrumsey.com/view
Varieties of content

https://doaj.org/about

https://www.data.gov/
Access to what version?


https://www.cni.org/topics/information-access-retrieval/the-privileged-link-open-access-version-of-record-or-let-the-user-decide
Gaining Access

Serving Individual Researchers: Lessons Learned from JSTOR’s Access Model

A program for people who need more access
- Introduced in late 2007
- Monthly and annual subscriptions
- Unlimited reading and fixed number of downloads

https://www.cni.org/topics/assessment/serving-individual-researchers-lessons-learned-from-jstors-access-model

Limitations on Access: The Independent Scholar and Lifelong Learner

MARCH 19, 2008
Cecilia Preston
Researcher
Sarah Hare
Scholarly Communication Librarian
Indiana University Bloomington
Roger Schoenfeld
Director, Library and Scholarly Communication Program
Ithaka S+R

The vast majority of university students are at peak lifetime access to scholarly resources. After graduation, despite some alumni provisions and public library efforts, their access to indices, databases, and content platforms shrinks substantially. In past

https://www.cni.org/topics/scholarly-communication/limitations-on-access-the-independent-scholar-and-lifelong-learner
LibGuide or FAQ?

https://faq.library.upenn.edu/business/
In synch with users’ questions

Communication Channels for DH Support

- “There is no coordinated way for DH practitioners to learn about events, resources, possible collaborators, or other activities on campus. Researchers might be tied into external regional, national, or international networks, but access to these networks is not integrated into their campus life.” [Early Stage]
What does your user community need?

Thursday, November 9, 2017

8:00 am  Registration and breakfast

8:45 am  Welcome and overview
          Harriette Hemmasi, Brown University
          Provost Richard Locke, Brown University, Professor of Political Science and International and Public Affairs

9:15 am  Campus Needs and Partnerships: Leonard, Brenner
          
          Moderator: Peter Leonard, Yale University
          Overview:
          Peter Leonard, Yale University
          Aaron Brenner, University of Pittsburgh
          Work in small groups

11:00 am  Staffing: Lippincott, Flanders

https://library.brown.edu/create/dspw17/schedule/

Launching the Digital Research Commons at the University of Houston Libraries

Planning and assessment

PHASE I: DESIGN

In this phase, you will collaboratively define the relationship between the things that you do and the impact you expect to achieve. What activities are you deploying? Who do these benefit? How does this make a difference? How can you measure that?

https://europeana.us3.list-manage.com/subscribe/confirm-captcha
21st Century Skills

- Frames
  - Authority Is Constructed and Contextual
  - Information Creation as a Process
  - Information Has Value
  - Research as Inquiry
  - Scholarship as Conversation
  - Searching as Strategic Exploration

http://www.ala.org/acrl/standards/ilframework
21st Century Skills

Xu Minglu – Bucknell U. “China’s Internet Wave”

appid=c082a479d04c440a8d1f140df9bf69e4
21st Century Skills

http://sites.dartmouth.edu/mediaprojects/
Creativity

Creativity

• “The studios exist because we believe that creativity is as critical a skill as literacy,” said Patrick Tomlin, Director of Learning Environments for Virginia Tech University Libraries. “We also believe that well-designed learning spaces can be tools to shape meaningful interactions, make innovation tangible, and spark community,” said Tomlin.

Collecting Data about Students

Q: One possibility for data collection in virtual reality is tracking gestures to indicate specific types of learning and comprehension. How agreeable will students and educators be to such intimate details being used to inform academic experiences?

A: I have very little doubt that tracking data from VR systems -- how students move their heads, hands and bodies during learning -- can be used to predict retention of course materials, and likely learning transfer when that material from class gets applied to the world. Indeed my lab has provided preliminary data showing this capability. However, the privacy and policy implications of this are clearly vast, and there need to be tough conversations before a system that can categorize learners based on their body movements is implemented.

IMS Data & Analytics Principles

https://www.imsglobal.org/learning-data-analytics-key-principles

Are spaces and places still important?

The CURVE – Georgia State U. Library

Digital Tool Shed – Claremont Colleges Library
Aligning spaces with programmatic needs

https://learningspacetoolkit.org/
VISUALIZING
RUSSIAN
FEMINISM

https://sophia.smith.edu/knowledgelab/category/past-projects/page/2/
an exhibition by RES 236:
Contemporary Russian Women Writers
Russian, East European and Eurasian Studies
Places for Research, Teaching & Learning

https://library.brown.edu/cds/
Addressing Changes in Research

https://library.ucalgary.ca/labnext/
Hosting Topical Events

You Can Handle the Truth: Learning about Fake News in the Library
February 27, 2018

In January, River Campus Libraries (RCL) hosted a special pop-up event dedicated to exploring the phenomenon of fake news. Organized by Robert Berkman, Business Librarian, and supported by RCL’s Department of Rare Books, Special Collections, and Preservation, and the Barbara J. Burger Zone, the event drew a significant crowd to Evans Lam Square. Designed as a mini conference, it consisted of information booths and included presentations by undergraduate and graduate students.

What inspired Berkman to organize the event was what he felt was a need to educate students and the University community on how to distinguish information from misinformation. Berkman, who worked as a journalist before he joined RCL, has become increasingly concerned with the manner in which our political reality has affected how information quality is evaluated. “As we have all come to realize, being misinformed can be dangerous,” he remarks. “A democracy requires its members to be able to differentiate fact from fiction.”

A library seems like a natural place for an event that focuses on how information is shared and assessed. “Librarians are neutral – they don’t have any biases toward any ideology apart from their commitment to teach people how to find the information they need,” says Berkman. A patron’s political views, spiritual belief, or academic discipline do not matter when they ask a librarian for assistance. The role of the librarian is to guarantee that the information patrons seek is correct and accessible, all without value judgment.

“There really isn’t a better place to hold this kind of event than in Rush Rhees,” says Hannah Cook ’21, who was one of the student presenters at the event. “The library is the hub of learning at the University of Rochester, and learning is exactly what we need to do when it comes to tackling the challenges of fake news.” In her presentation, Cook discussed the future of political bias in the media, and predicted that partisan and nonpartisan media outlets will balance each other as they continue to coexist.

Mark Volk ’21, who also presented at the event, agrees with Cook and thinks that the library is the most appropriate place to explore the issue of fake news. His presentation focused on the contribution of passive media consumption to the polarization of American society. “The most effective way to combat media polarization is to make viewers aware of it,” he says. “By recognizing media biases, they might start thinking about what they’re seeing more critically.”

Ultimately, educating individuals about how to distinguish real news from fake news, fact from fiction, should be an institutional effort, but the library has a special role in it. “It is impossible to teach all the skills required to assess the quality of information in one pop-up event,” admits Berkman. “But what the library teaches is a certain attitude: we teach students that they always have to be aware of where the information they consume comes from – be it for a paper or when they read the news.”

https://www.library.rochester.edu/towertalk(fake-news-event
Providing Family Study Space

https://thevarsity.ca/2018/04/02/robarts-opens-canadas-first-academic-library-family-study-space/
Coffee & Community

McMaster U. Centre for Digital Scholarship  U. Denver
Traditional & modern

Wilmeth Active Learning Center – Purdue U.
Representing knowledge

Connecticut College – Photo courtesy of W. Lee Hisle

U. Texas Castenada Library
**Code_Climate**
Santhosh Radhakrishnan

This painting is a timeline from the year 1880 on the left to 2016 on the right, with each year’s global temperature anomaly represented by a brush stroke. Blue represents cooler and red represents hotter climate.
Moving forward

• Keeping the user at the center
  – Develop information systems that are coherent and understandable
  – Work with faculty on integrating 21st century skills and creativity into the curriculum
  – Provide spaces for content creators that encourage innovation, imagination, and community
Thank you!

• Joan K. Lippincott
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• https://www.cni.org/about-cni/staff/joan-k-lippincott
• All photos are my own unless otherwise indicated
• Photo: Joan visiting The CURVE@Georgia State U.