

Taking 2.0 to the Faculty

Computers in Libraries, 2008

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The irony of going last.

What can 2.0 do in our libraries, classrooms, and colleges?

Opportunities:

- Creation
- Collaboration
- Comment
- Commitment

Challenges:

- Distraction
- Disruption
- Disturbing
- Dumb

Who is using technology?

- **Libraries:** we embrace and adapt
 - Blogs
 - Wikis
 - IM
 - Facebook
 - Second Life
 - Podcasts
 - Twitter
 - YouTube
 - Del.icio.us
 - The list goes on...and on....and on...

Who is using technology?

- **Students:** experiment, play, procrastinate
 - Games
 - Facebook & Myspace
 - Itunes/iMovie
 - Photosharing
 - Texting
 - IM
 - YouTube
 - Again, the list goes on...and on....and on...

But what about FACULTY?

“[Faculty] are used to sophisticated discussion about research with colleagues and graduate students, and in this environment, it is all too easy to make assumptions about the level of understanding possessed by undergraduates.” (Leckie, p. 203)

What assumptions do *WE* make about Faculty and technology?

Leckie, Gloria J. “Desperately Seeking Citations: Undercovering Faculty Assumptions about the Undergraduate Research Process.” *Journal of Academic Librarianship* 22.3 (May 1996): 201-208.

How do faculty see 2.0, or even technology
as a whole?

“Wary of technology”

- Don't want to look stupid.
- Don't want to waste valuable time.
- Don't think they have anything to gain from it.

How do faculty see 2.0, or even technology as a whole?



<http://flickr.com/photos/enzod/2124659870/>

Why do we need to engage faculty
with technology?

Student expectations

- 61% of students agree or strongly agree that IT in courses improves learning.

“Instructor skill with IT greatly impacts student perception of the value of IT in their courses...students view their instructors as fully accountable for whether IT has a positive or negative impact on their learning and engagement in courses. Students say that, when used well by the instructor, IT can be an amazing learning tool. They also note that, when used poorly, IT detracts from the course and makes it difficult to focus on course content. Students suggest that instructors need stronger IT skills in general, as well as more training in how to effectively integrate technology and pedagogy.”

"Observations--What does this mean?" ECAR Study of Undergraduate Students and Information Technology, 2007. Sept. 2007. www.educause.edu/ecar

Thanks to Tom Ipri for pointing it out!

A two pronged approach to improvement

Inclusive & Personal

- It's not “not” for you
- Getting over walls and gaps.
- It's not just for your classroom.

Logistical

- The technology itself: speaking other languages
- Where to start: what do they need?

Ways to start:

- The “Facebook” mentality
- Celebrate their successes
- Collaborate, don't pontificate
- Small steps

Examples of using technology MEANINGFULLY for faculty

- Class blogs
- Digg
- Flickr
- You Tube

Let's not forget that faculty play many roles:

- Gateways
- Partners
- Educators
- Learners
- Patrons

The change has to happen in more ways than one.

“Jenkins stressed the need for librarians to act as information facilitators rather than curators of collections ...It’s important for students to recognize that we do have up-to-speed technology skills and that we are available as a sort of coach or mentor for communicating via social networks.” (Mallon)

Ways to start:

- Share our successes and interests
 - Do faculty know what today's libraries are really about?
- Get out there!
 - We are faculty, educators, teachers, and colleagues too.
- Present, publish, and share among them, not just ourselves.

What can go wrong?



Patience and fortitude:

They are not just symbols or icons or even lions; they are perspectives.

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Change is not just



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It is



<http://flickr.com/photos/sanfranannie/211296347/>

Thanks for staying until the very end!

Check out more thoughts, tips, and ideas on
engaging your faculty at my blog.

<http://thesheckspot.blogspot.com/>