



# The Buley Bulletin

## MESSAGE FROM THE DIRECTOR

Under the leadership of President Cheryl J. Norton, Southern has begun an exciting new journey. We have long been recognized as the university of opportunity by students in Connecticut and the region. In addition, we are taking on the role of university of choice, competing with the best schools for the best student and faculty talent. We are already the second most popular choice of college in the state for Connecticut's high school graduates.

We take on new obligations as a university of choice. We recognize we are educating future doctors and lawyers and accountants, our children's teachers, the myriad professionals and business people and politicians with whom we will all deal, in short, the future citizenry of Connecticut. We have a responsibility to be sure that no limits are placed on our students—or their future successes—by limitations in our resources.

In this context, we remind ourselves that the library is a special building, that it occupies a special place on a university campus; it is the heart of the academic community, the building that represents the learning and culture for which universities are needed—and noted. Our goal in the new Buley is to provide unlimited access to the materials our students and faculty want, wherever in the world these materials may be stored

The library is sociologist Ray Oldenburg's 'third place' on a campus. It is not home, where we live; not classroom, where we work. (Although I'm sure it feels to some students as the place where they live, and to some as the place where they work; I never called my middle son in the four years he was an undergraduate but to be told that "He's not here in his room, he's at the library.") It is, rather, the center of a community, a place where people from different parts of the community come together and engage one another in a variety of ways that help them learn and help them prepare to become citizens and leaders for Connecticut.

The new Buley Library will be special not only for what it is and what it does but also for where it is. (For those of you who use NAV systems, I am hoping Buley's location will become the GIS datum for Southern Connecticut State University.) We bear witness today to the enrichment of Southern's version of the New England town center, Buley Library at the head of the 'Green,' flanked by a new Student Center and the reborn Engelman Hall and soon to be joined by a full complement of new academic structures.

Dr. Ed Harris, Dean and Interim Library Director



Current and former Buley Library faculty and staff at the October 20th, 2005, library building ground-breaking ceremony with Dean Ed Harris, President Cheryl Norton and Governor M. Jodi Rell.

## NEW BOOKS: TEACHING WITH TECHNOLOGY

*"In the virtual classroom, how does one overcome pedagogic loneliness, facilitate animated online discussions and promote the delivery of inspirational and meaningful online learning?"*

The answers to these and other provocative questions, so frequently encountered in the online teaching environment, are explored in the selection of titles listed below. These books present succinct and understandable guidelines for creating and teaching courses and for adapting an existing curriculum to the distinctive audience and specialized delivery methods of online education. Written for anyone in any discipline, engaged in or contemplating offering online classes that involve discussion or collaborative learning, we hope they will facilitate and inform your journey....

**Bender, Tisha. Discussion-Based Online Teaching to Enhance Student Learning: Theory, Practice, and Assessment. Sterling, VA: Stylus Publishing, LLC, 2003. STACKS LB 1044.87.B43**

Dr. Tisha Bender draws upon a broad research background, as well as a wealth of experience in training online faculty at NYU, Cornell, and the New School Online University, in her discussion of both asynchronous and synchronous tools that will expand the reader's definition of teaching and learning. However, she clearly states that the primary focus of any online course must be on the teaching, and any decisions should be pedagogically rather than technically driven. Organized into three distinct sections: theory, practice and assessment, *Discussion-Based Online Teaching* offers a wealth of suggestions and techniques for improving teaching practices. Of particular interest will be Chapter 7, entitled *Innovative Online Teaching Techniques* in which the author discusses "Role Playing," "Holding a Debate," "Online Guest Lecturers," "Virtual Field Trips," "Student Portfolios," "Journals," and "Integration of Web Sites," among other relevant topics. The final section provides methods for assessing the efficacy of online courses.

**Conrad, Rita-Marie and J. Ana Donaldson. Engaging the Online Learner: Activities And Resources for Creative Instruction. San Francisco: Jossey-Bass, 2004. STACKS LB 1044.87.C65**

This guide to specific issues faced in the new online learning environment is the first title in the *Jossey-Bass Guides to Online Teaching and Learning*. Developed around the authors' innovative framework – the Phases of Engagement – this book provides specific ideas for tested activities that have been collected from experienced instructors across the country, including chapters on "Online Icebreakers," "Reflective Activities," "Peer Partnership and Team Activities," and "Games and Simulations. This concise (118 pages), but informative resource will provide the architects of online courses with new ideas for moving from an instructor-centered, lecture-based focus to a collaborative, learner-based focus, in which the learners become more involved as knowledge generators and cofacilitators of the course.

**Fisher, Mercedes. Designing Courses and Teaching on the Web: a How-To Guide to Proven, Innovative Strategies. Lanham: Scarecrow Press, 2003. STACKS LB 1044.87.F57**

Fisher's book contains a balanced mix of theory and practical application in all aspects of Web course construction and delivery, drawn largely from her involvement in the successful and effective Pepperdine University Online Masters of Education Technology program. Beginning with the constructivist approach to online learning with technology, the author reviews steps for creating a Web-based course, full of concrete recommendations for graphic design and checklists of best practices in student support, content development, technical issues and course management. The concluding chapters address designs for creating student assessment and feedback tools, as well as techniques for course evaluation and maintenance.

**Jonassen, David H., ed. Handbook of Research on Educational Communications and Technology: a Project of the Association for Educational Communications and Technology, 2<sup>nd</sup> ed. Mahwah: L. Erlbaum, 2004. OVERSIZE LB1028.3 .H355**

The second edition of this landmark work begins with a theoretical section that provides information on the foundations of educational communications and technology, and moves on to encompass sections on Instructional Design Approaches, Instructional Strategies and Instructional Message Design. Part II, entitled "Hard Technologies," includes chapters on Distance Education, Computer-mediated Communication, Internet-based Learning, and the Foreign Language Laboratory. Significant research studies in the dynamically changing field of educational communications and technology conclude the work. All chapters are written by respected educators and contain extensive references for further research.

**Tomei, Lawrence A. Taxonomy for the Technology Domain. Hershey: Information Science Publishing, 2005. STACKS LB1028.3.T36**

According to author Tomei, superior teaching with technology can only occur when the instructor understands that technology is a content area in and of itself as well as a tool for learning. This book explores how technology should be applied considering both content area and level, and is intended to serve as "a desk-top reference guide during the analysis, design, development, implementation, and evaluation of new technology-based instructional materials." In the early chapters, foundations are discussed, followed by an historical development of learning objectives from the perspective of the cognitive, affective and psychomotor domains. From this point, each of the six levels that comprise technology is introduced: Literacy, collaboration, decision-making, infusion, integration, and technology. At each level of the taxonomy a progressively more sophisticated level of complexity is attained, with the construction of increasingly multifaceted objectives that address increasingly more complex student learning outcomes. Numerous practical examples are included.

-Nancy Bobrek

## STAFF SPOTLIGHT

Steve Collison is the Library Network Administrator and is in charge of hardware and all the computer software on our desktop and laptop computers. He works closely with Academic Computing. Steve followed a round about path to computing, first training as an aircraft mechanic.

He has worked in a potato chip factory and as a custodian at SCSU, while getting an Associate's degree in General Engineering from Thames Valley State Technical College and then a Bachelor of Science in Computer Science from SCSU. After a few years as a computer programmer for campus IT, Steve came to take care of the library computers four years ago.

Steve is a proud husband and father, and calls his family his "fulltime job." His wife Lisa, as well as Ben (11), Amanda (8), Margaret (5) and Sean (2), often visit the library, as will their newest child, who was born in late October.

Tim Klassen is our Systems Librarian and is in charge of maintaining the online library services, such as the Library website, the Journal Locator, and Refworks. Tim also works as a reference librarian, and is the subject specialist for Public Health, Nursing, and Computer Science.

Originally from Canada (though born in Baltimore, MD), Tim has worked at Dalhousie University, University of Oregon (Eugene), and as Head of the Science Library at Wesleyan, here in Connecticut. Tim also came to Buley Library four years ago.

Tim's New Haven family is a loving and exasperating collection of cats. His hobbies include painting, collecting graphic novels (there's a book in the works on graphic novels for libraries), and as "a Canadian I'm on a one man mission to make New Haven more polite. Little success so far."

Tim is the organizer of the new Teaching with Technology Roundtable, which is detailed on the right.

-Rebecca Hedreen

## TEACHING WITH TECHNOLOGY ROUNDTABLE

The library will be presenting five lunchtime sessions of our new **Teaching with Technology Roundtable**, supported by a Faculty Development Grant. The sessions will provide a place for faculty to discuss how they are using technology in the classroom and in their own research, as well as learning how faculty from local universities are using technology in the classroom. All sessions will be in the Buley Library Connecticut Room, RM 205 on Mondays, November 7<sup>th</sup> through December 5<sup>th</sup> from 1pm to 2pm. Lunch will be provided.

The schedule is:

Monday November 7<sup>th</sup>

### **Geographic Information Services Aren't Just for Geography**

Steve Bischoff – Science Librarian Wesleyan University Library  
Eric West - Assistant professor, SCSU Geography Department

Monday November 14<sup>th</sup>

### **Blogs and RSS: Teaching and Collaboration in Academia**

Rebecca Hedreen – Distance Education Librarian, SCSU Library

Monday November 21<sup>st</sup>

### **Learning Objects**

Michael Roy - Director of Academic Computing Services & Director of Digital Projects, Olin Library, Wesleyan University

Monday November 28<sup>th</sup>

### **A Teaching Homepage – Making Cyberspace Learning Space**

Will Hochman - Associate Professor & Technology Coordinator English Dept., SCSU English Department

Monday December 5<sup>th</sup>

### **Introduction to Learning Management Systems**

John Young – Director Administrative Computing, SCSU IT department  
Stan Walonoski - Academic Computing Center, SCSU

For more Information please contact Tim Klassen at Buley Library, 392-5734 or [klassent1@southernct.edu](mailto:klassent1@southernct.edu)

## NEW ELECTRONIC RESOURCES

These new databases are all available from the Buley's Online Databases page.

- ◆ **LION: Literature Online** - contains literary criticism, reference material and biographical information on writers and poets.
- ◆ **Education: A Sage Full-text Collection** - Full-text of 26 peer-reviewed journals published by Sage
- ◆ **CQ Researcher** - Full-text; analysis of controversial social issues
- ◆ **CQ Weekly** - tracks and analyzes Congressional activity
- ◆ **American Humanities Index** - index of literary, scholarly, and creative journals
- ◆ **International Political Science Abstracts (IPSA)** - Indexes and abstracts over 900 political science journals. Some full-text
- ◆ **Information Science and Technology Abstracts** - Indexes and abstracts over 450 journals dating back to the 1960's

## BULEY BRIEFS

### Staff Changes at Buley Library

July of this year saw some personnel changes at the library. Associate Librarian Vickie Mick left us after seventeen years in the cataloging department to return to her home in West Virginia. Ms Mick graduated from Alderson-Broaddus College in Philippi, WV, and received her MLS from the University of Tennessee in Knoxville. Catalogers sometimes live unnoticed, but Vickie was a real participant in the Southern community and served as Senator and on the Sabbatical Leave Committee, among other activities. Those who knew her will always remember her for her unfailing amiability, as well as her penchant for bright pink. While here Vickie was a dedicated member of the American Library Association and the Music Library Association and these are doubtless interests that she will pursue in her new circumstances. Good luck, Vickie.

And welcome to Susan Miller who returns to us as the Coordinator of Library Instruction. Susan was a part of the Buley family from 1996 to 2000 when she became the Associate Director of the library at Quinnipiac University. This spring we were able to talk her into coming back and I am sure that those who know her will think that we were very wise to do so. Ms. Miller is an alumna of Ohio State and the University of Illinois at Urbana-Champaign. During her earlier Southern tour she was celebrated for her knowledge of classical music as well as her approachable manner. Do get acquainted and see for yourself. Susan will be giving tours, conducting classes, and serving as liaison with Recreation and Leisure, Foreign Languages, Religion and Philosophy, and Journalism. This

time we won't let her get away.

-Paul Holmer

### World Film Collection

Readers of the newsletter should be aware of the display in the library lobby highlighting the film collection. In the last few years Buley Library has developed an extensive collection of films in both DVD and VHS formats. These can be used to enhance the curriculum in many areas. Among these are music, art, theatre, and the social sciences.

*Tango* (1998) is a major production of Carlos Saura, one of the most celebrated Spanish filmmakers. His effort treats the dance as a popular artistic expression, as well as choreographed art form. As such we are taken to the tango bars and milongas in Buenos Aires.

Other than *Tango*, the exhibit highlights two other Saura films, *Flamenco* (1995), which deals with the thirteen rhythms of flamenco, and *Goya in Bordeaux* (1999), a biography of the famous artist.

There are materials for the social sciences as well. *Rosetta*, winner of the Palme d'Or (Cannes 1999), tells the story of a young girl struggling to carve out a normal life in spite of the grinding poverty, deprivation and abuses of an alcoholic mother.

This well-made socioeconomic drama by Jean-Pierre and Luc Dardenne had such an impact that shortly after its release the Belgium government passed a law branded "Plan Rosetta" (*la convention de premier emploi* or CPE) to prevent minors being paid less than the minimum

wage.

And, of course, there is pure cinematography. *In the Mood for Love* (2000) is perhaps Wong Kar Wai's most accomplished work yet. One viewer commented, "Perfection in cinema is an almost impossible goal to achieve. Because spectators have varying taste and perspectives, one can never have complete agreement but you can't help but feel that Wong Kar Wai's *In the Mood for Love* is anything short of perfection."

Here the acting, script, cinematography, soundtrack and costume are all woven together so flawlessly that you will be completely dazzled and yearn for more.

In this, and other cases, the cultures of many nationalities are richly and exemplarily represented in the films showcased in our collection.

In the *Russian Ark* (2002), for instance, cinematic grand master Alexander Sokurov walked us through 300 years of Russian History by means of a single 90-minute shot of the art collection in the Hermitage at St. Petersburg. It is indeed a visually spellbinding symphony of unforgettable images.

These are just a few of the films in our collection. Whether you are looking for primary and supplementary materials for your course work, searching for another alternative to educate and to broaden your mind, or simply seeking beauty, you should find yourself amply served by the growing multi-media collection at Buley Library.

-Hing Wu

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<http://www.library.southernct.edu/>

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