

Media Musings

The Trible Library Media Center Newsletter

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Updates by Johnnie Gray, Director of Media Services

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It has been a busy semester already for us in the Media Center. I completed ten Media Matter sessions and although attendance could have been better, it was still a decent turnout. Using iMovie, Camera Techniques and Perfect Prezi Presentations were popular with students and faculty. I am always open to suggestions for future topics, so let me know if you'd like us to cover something.

We have so much new equipment! It has been exciting getting new things in. The most popular this semester has been the new GoPro HERO 3 Black Edition cameras. We have four so far and we have plenty of attachments to get the most out of them. We now have five more DSLR cameras and they have been popular. Cameras have always been utilized from the Media Center, but we have added six more to our standard offerings to expand what we have. Projectors have been refreshed as well and we have four HDMI projectors and all the adapters you would need to hook them up to your laptop.

Soon, two of our editing bays will be refreshed with new Mac Pro computers that will be fast and excellent for video projects. The computers that

are being replaced will then move to the collection space to update the older Mac Pros we have had available in the collection space and that need to be refreshed.

Adding to what can be checked out, we now have the Kobo Aura HD e-reader and a record player. The e-readers are unique in that they have a micro SD card slot and the device can read PDF and Epub file types. This device is useful because it has an internal dictionary as well as the ability to take notes and review them at a later time. The record player can be connected to a computer to use the speakers but it also has internal speakers that work too. It is very portable and fun to use to explore vinyl as a medium.

Support for video shooting has been enhanced with a Steadicam unit, shoulder rig and an LED light panel kit. We have also added higher end cameras such as the Canon VIXIA G20 and G30 models to what can be checked out. We now offer a more robust selection for supporting video production.

The media collection has contin-

ued to grow and some exciting things have been added. Here are a few selections:

- ≈ Arthur Rubenstein complete albums
- ≈ Miles Davis' Bitches Brew 40th Anniversary set
- ≈ Contemporary movies such as Wolf of Wall Street and In Her Skin
- ≈ Blu-ray collection has grown to include popular and classic movies

Since we are always getting new items in the collection, please make sure to stop in often and see what has been added. You can always check our media page to see a list of recent additions or browse the online catalog for titles you are interested in.

As always, if you have suggestions for media or equipment, please let us know!



Lauren Wallis is the library's newest librarian and assists with library instruction. She agreed to help write a piece regarding technology and the library for the

Visited our Media Links page?

Explore media Lib-Guides:

cnu.libguides.com/media_links

New Media

If you have any suggestions for new DVDs or CDs, please let us know. We listen to you!

Check out the new media page at <http://www.cnu.edu/media/NewMedia/index.asp>

Connections with Technology in the Library by Lauren Wallis, Librarian

Students at CNU are constantly using technology to create information, whether they're "yik yakkin" about the food at Regatta's, sharing an Instagram picture of the football tailgate, or sending a Snapchat video to keep in touch with a friend from high school. They probably don't see much of a connection between those activities and the research papers they're writing for class.

One of the reasons those research papers can feel alienating is because they're based on a traditional model of information production—one in which traditional print publications have the highest value and it's relatively easy to determine the quality of a source just by making sure it's from a university press or a respected journal. Even if students are excited about the topic they're researching, when they're working within this traditional model they are automatically positioned as somewhat passive consumers of information. Sure, they might generate some great new ideas based on their research, but their audience is usually limited to their professor and maybe a few of their classmates. In this traditional model, undergraduates are many steps away from being creators of the kinds of information they're asked to use for research.

In library instruction we are at a moment of transition from the concept of information literacy to the concept of metaliteracy—a movement that is inspired by the changing ways students are interacting with information on a daily basis. Information literacy includes the skills of determining what kind of information is needed, finding and evaluating it, and using it effectively for a specific purpose, such as writing a well-supported argu-

ment in a research paper. These are skills that help students develop as critical thinkers, but still position them mostly as consumers of existing information. Metaliteracy grows out of information literacy, but extends to recognize students as creators and sharers of information in participatory online environments. It also allows us to discuss non-traditional information as a legitimate source for research: for instance, a Twitter feed might contain excellent information, and the evaluation process might include looking at how many followers, retweets, and favorites a feed has. Beyond simply providing information, participatory online formats also allow students to become directly involved in a conversation about a topic.

So what does metaliteracy look like in the library classroom? Here is just one small example: We could use Instagram to search for a particular hashtag, such as #captainforlife, look at the pictures categorized by this hashtag, and discuss how they all relate. Then, we could look at a book in the library catalog, such as *It's Complicated: The Social Lives of Networked Teens*, and notice how clicking on one of the book's subject headings, Information Technology--Social Aspects, takes us to a new list of books that are all related to this concept. This approach values students' existing skills using technology to share information while making a connection to the traditional concept of finding books in the library catalog.

Our library recently acquired an Apple TV for the classroom, which will support teaching with tablets and mobile apps such as Instagram. I

look forward to continuing to develop innovative techniques that engages students' existing information practices.

If you would like to learn more about doing research with mobile apps, visit the Apps for Research Guide: cnu.libguides.com/apps

Zoom H6
Professional recorder — 2 units,
amazing results!

