

March 2013

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The Role of Libraries in a Science Fiction Future

Matt Lee

The keynote for NISO's first all-day virtual conference gave attendees a look into a "science fiction future." The presentation "Past Is Prologue..." given by Jason Griffey of the University of Tennessee at Chattanooga, kicked off a series of online talks throughout the day around the theme of "Future Perfect: How Libraries Are Implementing Emerging Technologies."

Griffey chose to focus his remarks on a series of trends that seem to lead towards a state of ubiquitous computing – where tiny, powerful, and energy efficient computers are embedded in absolutely everything around us. They might monitor air quality, energy consumption, human traffic patterns, human social behavior, and much more. In addition to taking in information, those computers would share information with a larger network of interconnected computers and systems. Citing Moore's law, Koomey's law, and Metcalfe's law, Griffey believes that "this will probably happen."

Given that potential world where information is ubiquitous and inter-connected, how might libraries respond? Griffey offered several potential options:

1. **Make every book a node on the network.** In this scenario, print books are self-aware and information about them and from within them is connected with other books and with outside systems as well. A book would "know" where it is, whether it is in use, and what other books are similar to it. Because the book itself would understand and track its own availability, library circulation services would not be required, nor perhaps would centralized collections. This option would create a truly floating collection.
2. **Build libraries as privacy spaces.** If the prior scenario was a full embrace of ubiquitous computing, this scenario is a retreat. It would have libraries rebelling against information intrusion. This would be a very valuable service in a world where all human activity is monitored and recorded.
3. **Build libraries as data hubs.** Libraries might serve as the funnel through which all collected information is processed and organized. As a sort of middle ground service provider, libraries could ethically manage data collected by the government, and control access to it by profit-seeking interests.
4. **Build libraries as archival units.** Serve as a repository rather than as a funnel. Libraries could help the community to effectively process and preserve data about themselves.
5. **Confirm libraries as activist organizations.** Libraries could provide an important voice in regulating how information is collected and shared. Griffey believes this is as important today as it will be 20 years in the future.

Griffey ended by quoting from a piece of text called "[How To See The Future](#)" by Warren Ellis. It's a quick, entertaining, and interesting read (albeit not particularly practical). Consider it a charge to get thinking about libraries in the science fiction future. ■

Espresso Yo Self

Jennifer Hootman

Rivkah Sass, Library Director of Sacramento Public Library presented “Espresso Implementation,” one of the afternoon sessions in NISO’s virtual conference. Supported by an IMLS grant and the implementation of an Espresso Book Machine, Sacramento Public Library staff created a community writing and publishing center known as I Street Press.

Through the library’s I Street Press, community members can self publish, print-on-demand from titles in ExpressNet database, and take writing and publishing classes. They have found that members of their community are engaging with I Street Press because they want to tell their personal stories, connect with a community of writers, and develop an expertise or skill set in editing or book designing. And if a patron prints their work and agrees to donate a copy to the library, the staff will make it a permanent part of the collection in a circulating local authors section.

Visit [I Street Press](#) online to learn more about their writing and publishing center and to see the Espresso Book Machine in action. ■

Library Sites Need to Be Mobile Friendly

Beth Staats



According to the Pew Research Center, the number of people accessing library web sites via their smartphones and mobile devices has more than doubled in the past three years. A national survey has shown that 13% of Internet users over the age of 16 have used a mobile device to access the library or a library-related site. “Those who are most likely to have visited library websites are parents of minors, women, those with college educations, those under age 50, and people living in households earning \$75,000 or more.” The study also reports on what the users did while visiting the library site via a mobile device. Most users searched the library catalog or accessed the library website for general information like hours and location. Many people reserved or renewed items in the catalog, while others (51%) searched a library database. For more detailed findings as well as the complete report and the questionnaire, go to “[Mobile Connections to Libraries.](#)” ■

STEM Day Conference 2013: Building Partnerships for STEM Education

Nearly two hundred participants attended the inaugural STEM Day Conference: *Building Partnerships for STEM Education*, hosted by Minitex, MELSA, and Metronet on February 14 at the Continuing Education and Conference Center in St. Paul. It was the place to be for networking, learning, and sharing about STEM content in schools and libraries. The day offered a total of twelve break-out sessions with each giving a glimpse into how libraries, museums, and schools are partnering to incorporate STEM subjects into their daily routine.

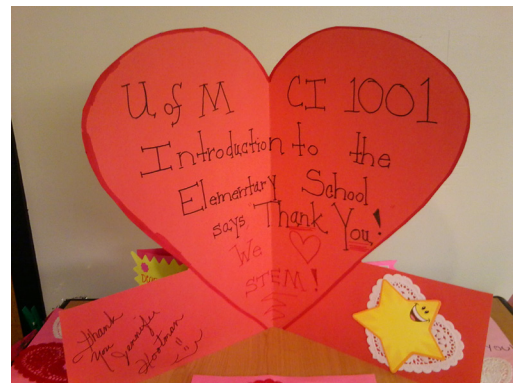
Handouts and programs from these sessions can be found at the [STEM Day Conference 2013](#) website.

Among the participants were 76 students in CI 1001: *Introduction to Elementary Education*, each of whom handmade a Valentine card for conference organizer Jennifer Hootman in thanks for allowing them to attend a session at the conference. A photo of the centerpiece is included here.

The evaluations indicated very high satisfaction with the conference and included some great ideas for the future. Though the majority was from the Metro area, we had participants from as far away as Sleepy Eye, Mankato, St. Cloud, Verndale, and Owatonna.

Here's what they liked:

- Thank you for the great conference. It was a terrific sampling of STEM and STEM professional development.
- Talking with others about their roles and backgrounds
- The open mindedness of the lecture/presentation
- Variety of topics presented and quality of topics/presenters
- Varied subjects all related to STEM
- Creative sessions, well-scheduled
- Liked multi-focus (libraries and schools)
- Local, affordable, providing the opportunity to connect with people from various settings
- Great presenters, from the keynote to the breakout sessions
- Great choices of workshops
- I liked learning about ELM. I liked learning about some of the iPad apps. I liked the sharing of lesson plans. ■



STEM Day Conference Offers Up a Wide Variety of Programming

Beth Staats

The day began with the keynote, Tony Murphy, the GLOBE Program Director. GLOBE is a “hands-on international science and education program that brings together students, teachers, scientists and community members to develop environmental awareness, understanding of other cultures, and a sense of global community.” GLOBE stands for Global Learning and Observations to Benefit the Environment, and it began operating on Earth Day in 1995. The GLOBE program encourages curiosity and gives students the opportunity to actively participate in data collection. Students gather data which is then added to the GLOBE database in order to support “student and professional scientific research.”

GLOBE works by training teachers in GLOBE scientific protocols including atmosphere, hydrology, soils, land cover and phenology. It aids teachers by providing training and professional development and offers hands-on projects that can be integrated into the curriculum. The GLOBE protocols can help students with critical thinking skills, data analysis, independent learning, and scientific research methodologies. It also gives students an opportunity to connect with their community as well as contributing to global studies of the environment. Find more information via the [GLOBE program website](#).

Later in the morning I attended “Off the Bookshelf and into the Curriculum: Great Literature to Energize STEM Instruction.” Lead by Bonnie Houck, Principal Consultant with Houck Educational Services, and Katy Botten, Elementary Continuous Improvement Coach for Mankato Schools, this session was comparable to book talk sessions I’ve attended at MLA, but it focused on STEM-related picture books. They covered picture books relating addition, subtraction, multiplication, earth and space, life science, data analysis and probability, engineering, as well as resources for teachers.

It is important to integrate STEM literature into the elementary level. Math picture books can be used to introduce a new topic or launch a problem solving experience. I never would have thought, but that book that most everyone knows, *Five Little Monkeys* (“five little monkeys jumping on the bed, one fell off and bumped his head”), is a STEM-related book focusing on subtraction. I left the session with a 4-page, double-sided handout of some fantastic books. For a copy of the handout, visit the [STEM Day website](#).

After lunch I was off to a session called “Indoor-Outdoor Nature Programming: Partnerships Support STEM in NATURE.” Jennifer Dietrich and Nicole Brinkman, both of Ramsey County Library, shared information on the Roseville Library Children’s Reading Garden. This is an outdoor space that patrons are encouraged to use as an extension of the library. Ramsey County Libraries partner with the Minnesota Department of Natural Resources to offer in-house exhibits and events. They have also hosted Bruce the Bug Guy and partnered with the Tamarack Nature Center.

Maija Sedzielarz, Senior Program Developer with the Science Museum of Minnesota, shared information on a project they are involved in along with Ramsey County Libraries called Collectors’ Corner. “Based on the successful model of



Roseville Library Children's Reading Garden

the Collectors' Corner at the Science Museum, the museum has opened two satellite Collectors' Corner Neighborhood Trading Places. These are part of a pilot program designed to reach new audiences, create community partnerships, and provide new science opportunities. They are located at the Rice Street (St. Paul) and R.H. Stafford (Woodbury) branches and Ramsey County Libraries.

At the Collectors' Corner Trading Place, children can bring in natural objects and/or a journal entry, photograph, rubbings or drawings of an object, share what they know about it with a staff person or volunteer, and earn points. The more the child knows about the object, the more points they will earn. Points can eventually be traded for another item at the trading post or saved for use at a later time.

Labs stands for Virtual Accelerated Science and Technology labs. They wanted to increase interactive learning in science within their school in hopes of decreasing the fail rate. Karen focused on showing an assortment of STEM-related iPad apps that are used in their science classes. They include Exploriments, Nova Elements, 3D Brain, Gene Screen, and Heart Surgery.

The last session I attended was "Virtual Experiments with VAST Labs," presented by Karen Eidem, Library Media Specialist with Northeast Middle School in Minneapolis. VAST

3DBrain helps you discover how each brain region functions, what happens when it is injured, and how it is involved in mental illness. Gene Screen, part of DNA Learning Center, presents "how recessive genetic traits and diseases are inherited and how certain diseases are more prevalent in different populations and provides information on some recessive genetic diseases and genetic screening programs." With the Heart Surgery app you assume the role of surgeon in coronary bypass surgery. The procedure is represented in more than 10 steps from prep to patient recovery. ■

Improving Access & Equity in STEM through Culturally Relevant Teaching & Curriculum

Carla Pfahl

I attended this session by Liesl Chatman, Director of Professional Development at the Science Museum of Minnesota. Liesl was a superb presenter (with a utilikilt and a "teaching" axe). She kept the audience engaged and curious about her work with Science House, which serves as a one-stop resource center for K-12 science teachers and helps to enrich the quality of science education in classrooms statewide. Along with information about what Science House provides, Liesl also talked about the different ways we can approach STEM curriculum with an eye to the gender inequities that can stifle some students and make others excel. I was truly impressed with what she had to say and I think the members of the audience went away from the session with revived hope for STEM curriculum in the K-12 classroom. ■

CREATECH Labs from the St. Paul Public Library and MN Science Museum

Matt Lee

If you want to engage teens in science and technology learning activities and aren't bound to any curriculum, what kind of programming might your library provide? The session "From Hanging Out to Messing Around: CREATECH Labs and the Teen Tech Crew" shared one initiative's quest to empower teens to make that decision on their own.

The session was presented by Janos McGhie and Marika Staloch (both of St. Paul Public Libraries) and Peter Kirschmann (of the Science Museum of Minnesota). They introduced some background concepts and then shared their experiences with organizing a group of teen mentors called the Teen Tech Crew and hosting recurring teen workshops called CREATECH Labs.

The program is based around the idea of HOMAGO (Hanging Out, Messing Around, Geeking Out), which is an informal learning framework. Each CREATECH Lab workshop uses the framework, which is designed for educators to help support teens as they self-identify what they're interested in and how they'd like to learn about it. Teen mentors in the Teen Tech Crew support attending teens as they move within the three different stages of HOMAGO. Hanging Out involves just physically being near an activity or project. Messing Around means taking some small part, with varying degrees of outcomes. Geeking Out involves taking active part in a very self-directed study of an activity or tool or project. Each step involves learning opportunities at different levels, but learning happens no matter what.

Workshops sometimes focus on certain tech topics, such as video game creation or electric circuitry, and sometimes involve simply hanging out with iPads and trying out different apps. But in all cases, the library is providing a space for teens to identify new interests and explore them at their own pace. ■

ELM Spotlight

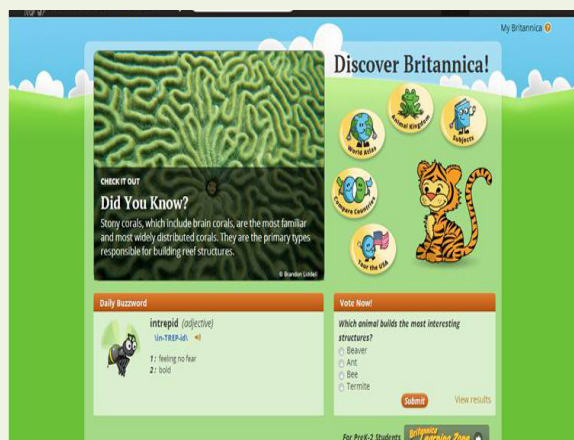
ELM Instruction Update

Minitex Reference Outreach and Instruction staff increases the awareness and usage of the resources in the Electronic Library for Minnesota (ELM) by coordinating and providing instruction on and promoting the statewide databases and electronic books licensed by Minitex for use by patrons of Minnesota libraries and school media centers.

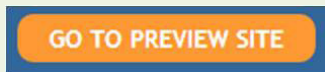
In FY13 to date, 168 instructional sessions were offered and attended by 3,046 library and school media staff, teachers, students, and home educators. This YTD outreach has outstripped our total FY12 ELM instruction (2,500 attendees). The increase is attributable in large part to History Day, which began earlier and lasted longer this year. And, a number of schools joined the ranks of those that already work collaboratively with Minitex and the University Libraries.

In other news, we added another instructional and promotional video on ELM to our [YouTube channel](#) this winter. Check out: [Ice Cream Experiment](#). ■

Preview the New Britannica Now!



Spend some time getting to know the new *Britannica Online School Edition*. Each level (Elementary, Middle, and High School) has a new interface. To get a sneak peek, use any of the current [Britannica Online School Edition links](#) and then click on the orange "Preview Site" button in the banner.



You'll need a password to preview.

Username: elm1

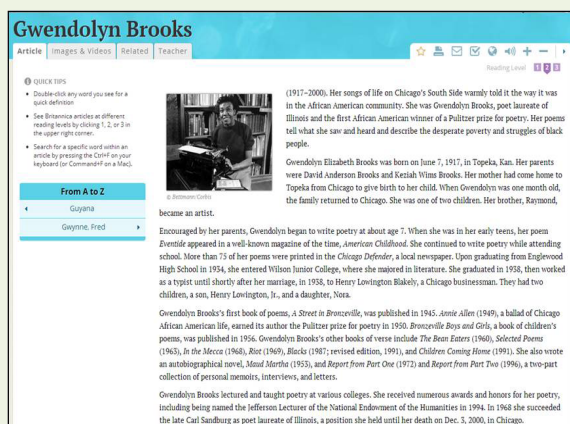
Password: elm1

Britannica will continue to provide access to both the current and new interface through the end of the school year. ■

Britannica Biography Browse

Jennifer Hootman

March is Women's History Month! *Britannica Online School Edition* makes it easy for students to learn about women throughout history who have made significant contributions to our world. The new Biography Browse allows you to sort through the biographies by Era, Nationality, Known For, and Gender. There are over 1,200 biographies on women. Click on any one of the results to read the full article and find links to additional content including images and videos. To find the new Biography Browse go to any one of the levels in *Britannica Online School Edition* and click on the orange "Preview Site" button in the top banner (login using "elm1" for both the username and password). ■



The screenshot shows the Britannica Biography Browse interface for Gwendolyn Brooks. At the top, there's a navigation bar with "Article", "Images & Videos", "Related", and "Teacher". Below that, a "QUICK TIPS" section provides instructions on how to use the site. A "From A to Z" dropdown menu is visible, with "G" selected. The main content area features a profile for Gwendolyn Brooks, including a photo, a brief biography, and a list of her works. The biography mentions her birth in Topeka, Kansas, her move to Chicago, and her Pulitzer Prize win. The works list includes "A Street in Bronzeville", "Bronzeville Boys and Girls", "Selected Poems", "In the Mecca", "Riot", "Black's 1987", "revised edition, 1991", "Children Coming Home" (1991), "An Autobiographical Novel, Maud Martha" (1955), and "Report from Part One" (1972) and "Report from Part Two" (1996).

OCLC and Gale Expand Partnership

Edited from OCLC Press Release

OCLC and Gale, part of Cengage Learning and a leading publisher of research and reference resources for libraries, have agreed to make all Gale databases and archives fully discoverable through WorldCat Local, and to explore broadening discoverability of Gale collections through other applications available through the OCLC WorldShare Platform.

OCLC and Gale have been offering access to some of Gale's most popular databases to mutual subscribers through the WorldCat Local discovery and delivery service. This new agreement will enable OCLC to index metadata and full text for all Gale databases and scholarly archives and make them discoverable through WorldCat Local for mutual subscribers.

In addition, Gale and OCLC will identify metadata that could be made discoverable to any user through OCLC WorldShare Platform applications, making it possible for libraries to better manage these resources—from selection and acquisition, to circulation and access. ■

OCLC and ProQuest Collaborate to Enhance Library Discovery

Edited from ProQuest Press Release

ProQuest and OCLC are launching a far-reaching data exchange program that will enhance the library discovery experience for users of OCLC's *WorldCat Local* service, ProQuest's *Summon* service, the full-text of *ProQuest Central* and *ebrary* e-books. The program shares metadata across some of the world's most-widely used library resources, enriching the discoverability and comprehensiveness of all the services.

Once the data exchange is completed, libraries that subscribe to both *WorldCat Local* and *ProQuest Central* or that own any *ebrary* content will be able to discover ProQuest records and access associated content through the *WorldCat Local* interface. Further, the exchange will enhance the discoverability of catalog records in the *Summon* service, creating the potential for libraries to view other institutions' *WorldCat* holdings information within the *Summon* experience.

Full [press release](#). ■

AskMN

AskMN Surpasses 100,000 Questions!

Carla Pfahl

On February 7, 2013, AskMN received its 100,000th question since the service began in April 2008! The 100,000th question was from a Hennepin County patron, and Hennepin County Library staff answered it. Congratulations, Hennepin County Library!

The types of questions we see through AskMN range from library-specific questions to research. Many students come to AskMN for help getting started on their research, and there are a lot of questions about Minnesota statutes, laws, regulations, and history. Yet others ask library-specific questions about holdings, finding specific books and articles, and advice on what books to read next. Job-seekers, self-employed persons, and start-up companies ask questions about locating forms, name changes, what forms and applications can be completed online versus in-person, and more. We look forward to serving more Minnesota patrons with their information needs in the years ahead.

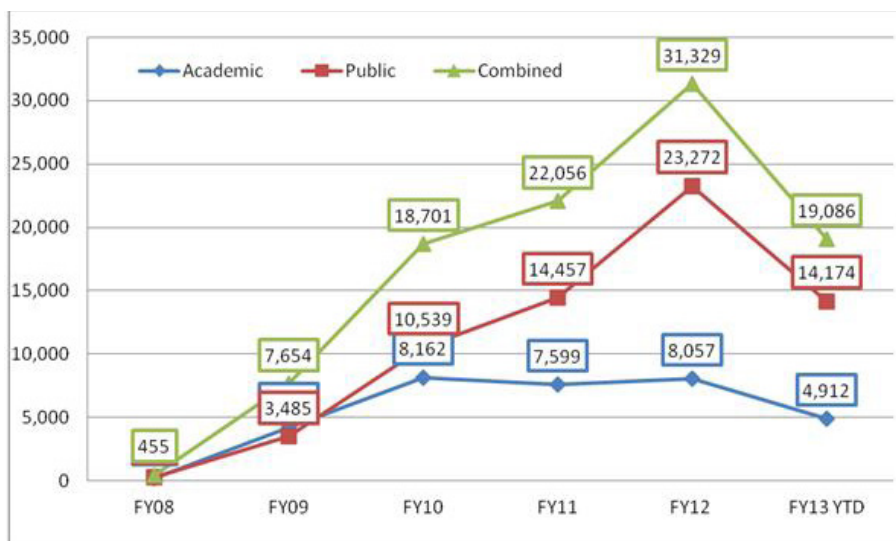
AskMN has received all types of questions from residents in nearly every county. As we tell staff in AskMN training sessions - anything you would see from your own patrons are the same questions you see through AskMN. That is because the questions in AskMN are from your patrons. Because AskMN is part of the QuestionPoint 24/7 Reference National Cooperative, we also accept questions from patrons in other states; and, their questions are no different than those of Minnesota patrons. ■

Another Library Joins AskMN

Anoka County Library joined AskMN in January. Welcome, Anoka County Library! A participating library is defined as one that contributes staffing to AskMN. ■

AskMN Volume Increases

To date in FY13 (July 1, 2012 - January 31, 2013), 19,086 questions have been answered. FY13YTD volume has already surpassed that of FY12YTD, which saw 17,985 questions during the same time period. ■



Exploring the History of the MN Deaf Community

Matt Lee

A recent [Twin Cities Daily Planet article](#) makes note of Deaf History Month by highlighting some library-related aspects of that celebration, including a recently added collection of content in *Minnesota Reflections*. That collection was digitized in partnership with the Commission of Deaf, Deafblind, and Hard of Hearing Minnesotans and documents 150 years of the deaf community in Minnesota. Read more about the collection from a recent issue of [Digital Delights](#). ■

NISO and NISO/DCMI Series

Minitex has a regionwide license to the 2013 NISO webinar and virtual conference series and the NISO/DCMI webinar series. Both series are being archived. Minitex participating libraries and schools have access to the links following the presentations. Check out the [Minitex website](#) for a listing of these webinars. Access to these archived sessions is through the Minitex MyLibrary Portal, <https://www.minitex.umn.edu/MyLibrary/>. All you need to do is create an account. ■



Sixth Annual Library Technology Conference

The [2013 Library Technology Conference](#) will be held March 20-21 on the campus of Macalester College in St. Paul, MN.

Here's a snapshot of the 2013 Library Technology Conference:

- 460 attendees each day
- 500 unique attendees at the 2013 conference
- 255 of this year's registrants did not attend in 2012
- 198 of those registrants did not attend in 2011
- 9 sponsors
- More than 85 conference sessions – keynote sessions, traditional lecture-style sessions, hands-on/workshop sessions, interactive panel discussions as well as poster presentations
- 10 scholarships awarded
- Lightning rounds, gaming, dine arounds, closing reception, and more!

The LibTech Conference provides an opportunity for librarians to come together to discuss the changing technologies that are affecting library services; to see examples of what libraries are doing with these technologies; and to provide a venue where participants can learn skills or knowledge that they can take back and adapt for use within their own library. Sessions are offered on a wide range of topics and at varying skill levels. ■

Minnesota eLearning Summit

The Minnesota eLearning Summit will be held July 29 and 30, 2013, on the beautiful campus of Northwestern College, Roseville, MN.

Call for Proposals

Proposals for best practices and ideas regarding blended learning, flipped classrooms, digital



resources, technology applications, analytics and structures are due by March 14.

Announcing Summit 2013 Keynote Speakers

Join K12, higher education faculty and administrators along with other learners and innovators to hear three very dynamic speakers:

- **Jeff Young** is a technical journalist who frequently speaks on issues of education and technology. He leads The Chronicle of Higher Education's coverage of technology and its impact on teaching, research and student life.
- **Cable Green** is the director of global learning at Creative Commons, works with the global open community to leverage open licensing, open content, open policies, and uses of digital tools and content to significantly improve access to quality, affordable education and research resources so everyone in the world can attain all the education they desire.
- **Gary Lopez** is executive director of the Monterey Institute for Education and Technology, which has created the National Repository of Online Courses (NROC). This high quality online content is licensed by the MN Learning Commons for use in classrooms. NROC is also developing an interactive remediation system called EdReady.

More information on the 2013 Summit is posted at MNeLearningSummit.org. ■

Google Glass

Matt Lee



In the future when we look back on the technology of today, it may be with memories of devices that distanced us from our physical environment. Think of the distracted driver. The checked-out sidewalk walker. The camera-wielding parent at a school play.

A new technology called Google Glass carries the potential of integrating information technology more naturally into our everyday lives. Worn like a pair of eyeglasses and connected to the Internet, the technology is surprisingly close to retail. Google recently released a video called "[How It Feels \[through Glass\]](#)" which illustrates what we can expect from the technology. For a first-hand account of wearing Glass in public, see the article "[Used Google Glass: The Future, with Monthly Updates.](#)"

If you read the article "The Role of Libraries in a Science Fiction Future" elsewhere in this issue of *Reference Notes*, you can see how a device like Google Glass might help us as individuals interact in a future world of ubiquitous computing. ■

The Minitex Office will be closed Friday, March 22, 2013.

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The Institute of Museum and Library Services, a Federal agency that fosters innovation, leadership, and a lifetime of learning, and State Library Services, the Minnesota state library agency, support Minitex Reference Services under the provisions of the Library Services and Technology Act (LSTA).

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