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inside information

INFORMATION SERVICES @ CONNECTICUT COLLEGE

Spring 2008

Contents

Message from the VP	2
ARTstor	1 and 3
DELI	4-5
Digital Commons	6
RedDot	7
Microsoft Office	7
Student Reviews	8-9
Exhibitions and Events	10

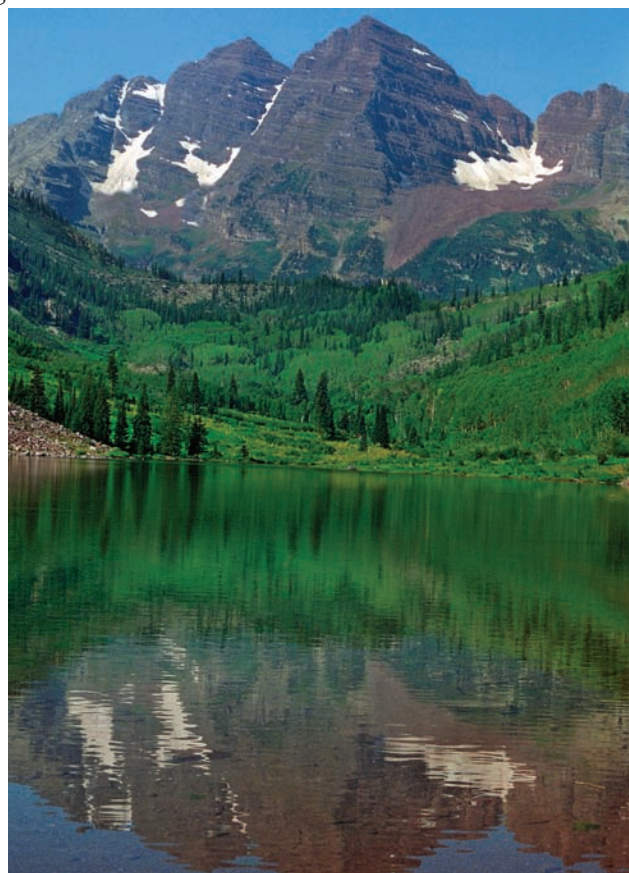
Connecticut College Merges with ARTstor

Well, sort of. ARTstor (www.artstor.org) is the online image library similar to JStor (www.jstor.org), the online library of academic periodicals. In spring 2004, Connecticut College served as a Beta tester of the fledgling ARTstor. And when it launched later that year, we signed on as charter subscribers. At that time, ARTstor's holdings numbered a scant 200,000 images. Since then, the ARTstor image database has grown to 700,000.

Make that 701,338. That's because 1,338 of our own images are now "hosted" alongside ARTstor's. Next time you access the ARTstor digital library from a computer on campus, or if you've registered and then log on from off-campus, take a closer look at the home page. On the right column, you will notice a new heading called Institutional Collections, "institutional" meaning us, Connecticut College.

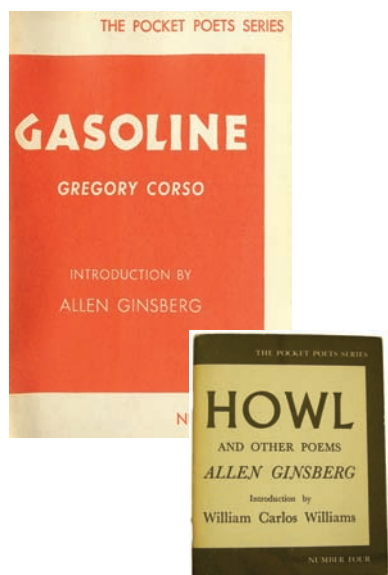
Three such collections await your perusal. The first, Connecticut College's teaching collection of Islamic Art & Architecture, totals 437 of the images taught by Joseph Alchermeres, Associate Professor of Art History, in his course Islamic Art. Students can study the digital images, as they already had been doing, but now

also the full information describing the buildings and objects. What's more, Professor Alchermeres can integrate into study folders our images with any of



the 14,811 images of ARTstor's own Islamic Art and Architecture Collection.

The second collection is Connecticut College's image bank of Geologic and Geomorphic Landforms, a portfolio of 520 slides of landscapes photographed



"The Ubiquitous Chapbook" The exhibit is on view in the display cases on the main floor of Shain Library. More on page 10.

Message from the VP

Don't know God, but I fear his wrath

Trying to stay focused on the righteous path.

-Patterson Hood, of the Drive-By Truckers, 2008

Greetings—

Focus is difficult to maintain sometimes with the “curves and the ditches and the heavy load” but the move to the new Moodle course management system this summer is a direction so obvious, and so righteous, that the Information Services path is clear. Our focus is to help faculty who use WebCT make a smooth transition to Moodle.


**Sometimes the
“brakes are thin and
curves are fast,”
but IS will
“keep focused as we
drive down the road”
– towards Moodle.**

WebCT served the college well for more than nine years, but when the company was purchased by Black-

board recently, the quality of support declined and the cost of maintenance went up—dramatically in both cases. Blackboard recognizes colleges cannot operate any longer without course management software, that such software has become “mission-critical.” Many colleges and universities started looking at alternatives to Blackboard over the past few years. The choice we made, along with numerous other colleges of our ilk, is for Moodle, an “open-source” product. As IS can provide programming support internally, maintenance expenses are controlled and upgrades are based on the needs of our faculty. Programmers at other colleges and universities have cooperatively developed Moodle, allowing us to choose the most appropriate customizations for use at Connecticut College.

Chris Penniman and her Instructional Technology team, working with both technology-friendly and technology-wary faculty, have piloted the software in a number of courses this spring. Those experiences, along with the support of her Course Management Advisory Committee, encouraged us to move all courses to Moodle by the start of the fall semester. As you know by now, there will be several training and information sessions, along with opportunities for gentle hand-holding, to make this transition successful and relatively painless.

Sometimes the “brakes are thin and curves are fast,” but IS will “keep focused as we drive down the road” – towards Moodle.

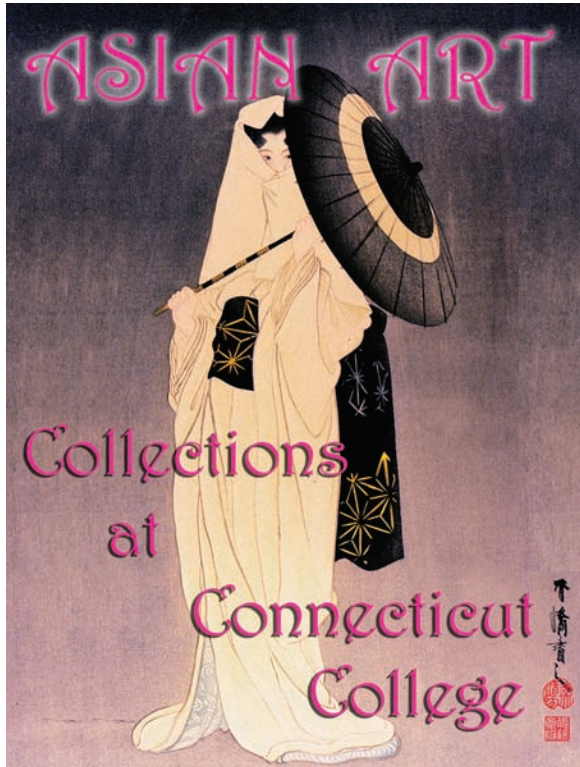


W. Lee Hisle

Vice President for Information Services and
Librarian of the College

ARTstor (continued from page 1)

by Douglas Thompson, Professor of Geology. His masterful photography spans the past 15 years during his travels and research throughout the world. His photographs are both edifying and beautiful, especially the glacial,



desert, and coastal scenes and warrant full use of ARTstor's zoom feature, as its images were scanned from full tone 35mm transparencies. Many of the coastal and woodland scenes document familiar local sites, including our own Arboretum. ARTstor's own holdings of geology presently are scant, so Professor Thompson can enable access for his colleagues and their students at specified other colleges if he chooses, thus bringing to light to the academic community his previously buried treasures. And his own students of course will benefit, because now they can study his images along with his detailed and descriptive texts.

Our third institutional collection, Connecticut College's collections of Asian Art, comprises actually four

distinct collections integrated into one for ARTstor. These 381 original artworks, primarily Chinese paintings and Japanese woodcuts, are housed in the Special Collections and in the Chu Room, both in Shain Library, and in the Wetmore Print Gallery of Cummings Arts Center. They were donated to the college from many sources and they are curated by Qiang Ning, Associate Professor of Art History, assisted by Mark Braunstein, Visual Resources Librarian, and Laurie Deredita, Director of Special Collections and Archives.

- The CHU-GRIFFIS Asian Art Collection – 217 paintings, primarily Chinese
- The SHAIN LIBRARY Collection of Japanese Prints – 66 woodcuts
- The CAROLINE BLACK Collection of Japanese Prints – 80 woodcuts
- The Collection of LOHAN Sculptures – 18 Chinese ivory sculptures

Their digitization parallels the short history of digital photography in general. Beginning in 1995, the Black Collection Japanese woodcuts were photographed on

transparency film, and in 1998 many of the slides were scanned by Kodak onto Photo-CDs. In 2005, the Shain Library Japanese woodcuts were photographed on a digital copystand. In 2006, the Chu-Griffis Chinese paintings were photographed in situ or in a lighting studio. That project continued into 2007, during which the 6MP SLR camera was replaced with a 10MP SLR. Easily portable, the Japanese woodcuts and the Lohan sculptures were placed alongside the calibrated monitor, so during their editing the digital images were exactly matched to the artworks for which they are surrogates.

The acquisitions staff at ARTstor is so pleased with both the original artworks and their surrogate images that they want to add most or all to their own digital library. In a few months Connecticut College will join the ranks of contributors to ARTstor alongside the Metropolitan Museum of Art or, more in our own league, Wellesley College's Davis Museum and the Williams College Museum of Art.

For further information about registering for and navigating within ARTstor contact Mark Braunstein, Visual Resources Librarian, at mmbra@ or x2729



The Digital Enhanced Learning Initiative (DELI) – Round 2

DELI, initiated during the fall 2006 semester, was revised and expanded for fall 2007. As you may recall, the pilot project provided students in five freshmen seminars with either digital cameras or iPods for use in their coursework. Then it sought to evaluate how the use of such audio and visual technologies aided their learning experience. The results were clearly positive, so the project was renewed and this time accepted applicants not just for freshmen seminars, but from across the entire curriculum. Five courses again were supported.

In the Education Department, Professors Sandy Grande and Charlie Cocores provided video camcorders to students enrolled in two senior seminars. The seniors interned as student teachers in local junior high schools. As student teachers, they compiled video clips for their Teaching Portfolio. Some clips consisted of conventional interviews of their own students, of other teachers, and of their administrators. More revelatory for the student teachers were their videos that functioned as mirrors reflecting themselves teaching students. Similar to documentary TV shows such as *Cops*, their classroom videos could be titled *Teach*.

Professor Hisae Kobayashi sought ways to extend the resources of the Language Lab outside the walls of Blaustein Humanities Center and beyond its scheduled open hours. iPods and podcasts offered a solution for her courses in Elementary Japanese. Students downloaded both audio and visual course material provided by the author of their textbook, as well as by Prof. Kobayashi. They then practiced pronunciation and grammar for instance while walking across campus to their next class. And while enunciating aloud in Japanese, they may have crossed paths with a student practicing similar language drills in Russian.

Professor Andrea Lanoux provided iPods in support of her course in Elementary Russian. Both the Japanese and

the Russian courses began in the fall semester and extended into the spring semester as well. So during the winter break, the students got to hold onto their iPods. Perhaps they put their iPods to a more mundane use and logged onto iTunes. Then in the name of cultural enrichment, perhaps they downloaded Russia's and Japan's current greatest hits.

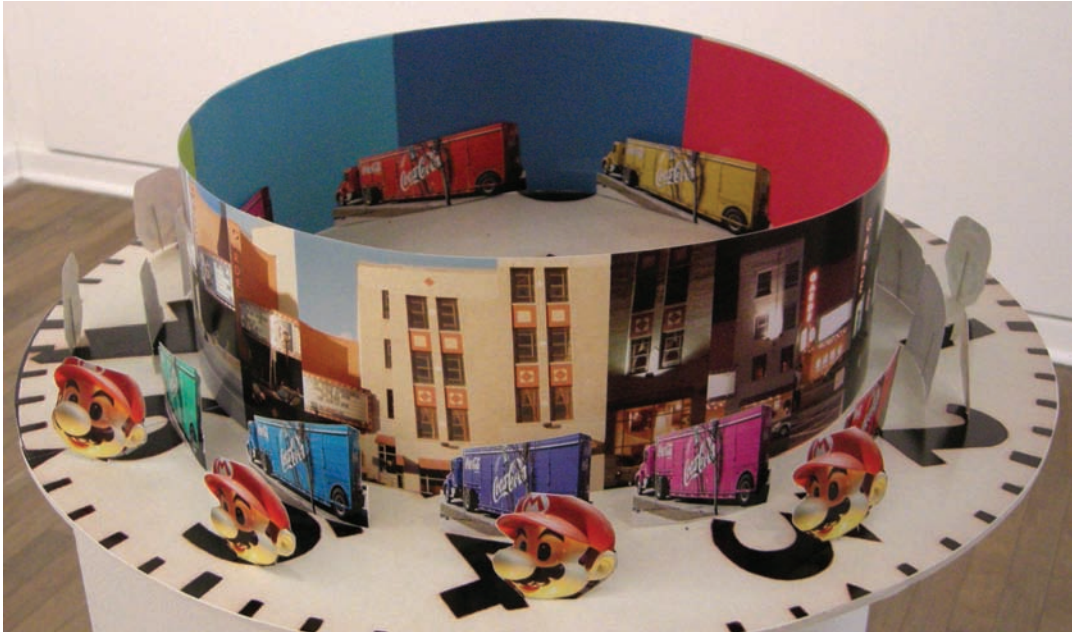
Environmental Psychology has been taught by Professor Ann Devlin for many years. For one of their projects, students would evaluate the ways in which our campus and its buildings affect us all. In the past, they were restricted to written texts to describe physical environments. Yet if a picture is worth a thousand words, then students might have dispensed with many of their words if they could illustrate their points with photos. For the first time, this is exactly what they did. They used digital cameras with advanced features such as fully manual exposure settings optimal for photographing interiors. Some students provided their photos on CDs to accompany their texts, while others embedded the photos right into their written reports. Professor Devlin attests that such use of photos transformed the course, and she hopes to be able to again provide cameras to her students when she next teaches it.

A course in Dimensional Color currently is being offered this spring semester. Co-taught by Professors Bridget Baird and Pam Marks, it is cross-listed for both Art and Computer Science. The students are using digital cameras to record color diaries, to create color portfolios, and to compile color travelogues. One site to which the students already have traveled is distant downtown New London. They photographed the streets, sidewalks, and lower facades of buildings along Bank and State Streets. Back on campus, they edited and then collaged their photos into a video zoetrope, both digital and dizzying.



The four images on page 4 and 5 are from the Zoetrope Animation Project in the Dimensional Color Class. *I'm Into Something Good?* by Laura Hoffman '08, Matthew Hoza '08, Sara Lesko '09, and Caitlin Turner-Woods '08.

DELI – Round 2 (continued)



Caught Off Guard by Adrienne Mennitt '08, Jesse Lerch '10, Alex Marcus '10, and William Barkus '09

Walking the Kitty by Jon Mckee '08, Melinda Wells RTC, Edgar Monteon '09, and Emma Tang '08.



Ashley Clinton wrote a paper for Professor Devlin's Environmental Psychology class that included images of Bank St. and the Winthrop High Rise public housing buildings. The paper was on applying Lynch's (1981) performance dimensions to New London. The performance dimensions are a guide for evaluating cities and include vitality, sense, fit, access, and control.

Digital Commons @ Connecticut College grows and grows

The front page article in the fall 2005 *Inside Information* was about the fledgling Digital Commons. This institutional digital repository at Connecticut College had initiated a system to store, manage, and provide online publication to the intellectual documents “born digital” by our students, faculty and staff.

All data added to the repository resides on the Berkeley Electronic Press (bepress) server. Digital Commons assigns each document a permanent URL and guarantees their preservation within the archive. The world of digital preservation changes rapidly, so the promise of permanence is an attractive feature.

After two and a half years, Digital Commons @ Connecticut College is a robust repository that has grown slowly but steadily. It now boasts 104 works, including over 40 senior honors papers. All of the Ames Prize winners since 2005, including Peter Kahn’s film “The Bombay Project”, have been published in Digital Commons. It contains many speeches and lectures by faculty members, and serial publications such as this newsletter. The contents of the archive are easily found by standard Internet search engines.

Usage reports since 2005 inform us that Digital Commons @ Connecticut

College has provided 13,730 full-text downloads. The most popular document is Constructing Identity: Race, Class, Gender, and Sexuality in Nella Larsen’s ‘Quicksand and Passing’ by Andrew Davis ’06, an English major. Eve Southworth ’06, a History major, comes in close second with her chronicle of 19th century New London titled “Drunken Sailors and Fallen Women.”

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Professor Abigail Van Slyck recently added to Digital Commons the image presentations created by students in the Architectural Studies program. Also recently, Art History senior Sydney LaLonde wrote a catalog for her exhibition in Shain Library of Japanese shinganga woodblock prints. “Digital Commons has benefited me greatly,” says Sydney. “Graduate schools look favorably upon applicants whose work has been published. Fortunately, I was able to cite access to my work on Digital Commons in my graduate school applications. I was accepted to a master’s program last week!”

Digital Commons also provided Professor Spencer Pack an opportunity to republish his novella “Hush Slimbaugh and the Economics of Darkness: a Parable for Our Times”. A printed copy of the novella was scanned, formatted into a PDF, and uploaded and now has a home.

If you are interested in publishing your work in Digital Commons, contact Laurie Deredita or Nova Seals in Special Collections and Archives, or Holly Camerota in College Relations.

A Sample of Available Titles are:

TITLE: Children At-Risk for Anxiety: Their Self-Esteem, Somatic Symptoms, and Perceptions of Parental Support
AUTHOR(S): Maria G. Fraire, Connecticut College

TITLE: The Paradox of Neoliberalism: A Critique of the Washington Consensus in the Age of Globalization
AUTHOR(S): Benjamin G. Griffith, Connecticut College

TITLE: Economic Liberalization and the Empowerment of Gays and Lesbians in India
AUTHOR(S): Priyanka Gupta, Connecticut College

TITLE: A Few Remarks on “Gulliver’s Travels”
AUTHOR(S): Christopher Hammond, Connecticut College

Microsoft Office 2007 at Connecticut College 2008

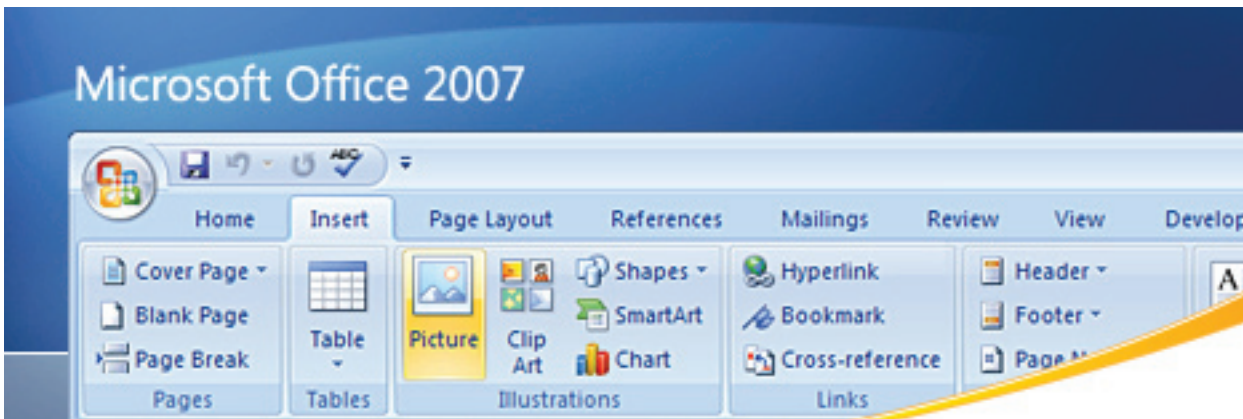
Old and familiar Microsoft Office has a new look and functionality. Since its release, a cadre of staff and volunteers as well as members of the Office 2007 Committee, chaired by Kevin DiMinno, has been testing it and gathering information from peer institutions. What's really new in Office 2007 is its introduction of the "ribbon." Instead of drop down menus such as File, Tools, and Options, the new Office has a ribbon listing all the options and they are better organized for document creation and editing. The Help Desk had been supporting

Office 2007 on a limited basis, but now supports it for the entire campus.

Regarding backward compatibility, dream on. Office 2007, by default, saves files in a format that is not readable by previous versions. To solve this problem, all lab computers managed by Information Services loaded with Office 2007 are set to automatically save documents in the Office 2003 format. In addition, all new campus computers have the Office 2007 converter pack installed. This allows both new and old versions of Office to open Office 2007 files.

Information Services is now offering training sessions for Office 2007. By this summer, both Office 2007 and Office 2003 will be installed on all new computers, thus allowing the option to run either. Please note that computers running Windows 2000 or earlier, or any computer more than three years old, will not be upgraded.

If you would like to have Office 2007 installed on your college issued computer, or if you have any questions about it, please contact Kevin DiMinno at x5127 or at kjdim@conncoll.edu



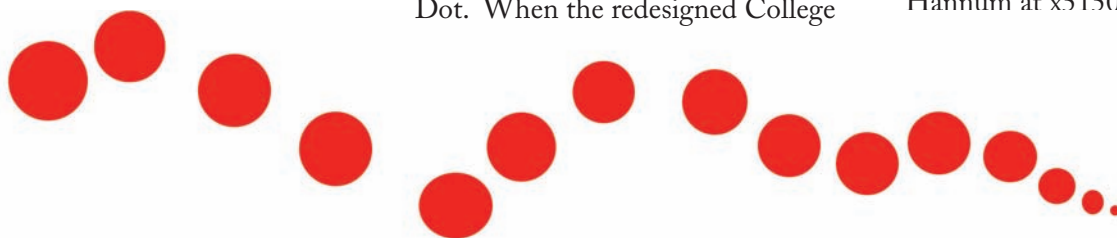
Red What? RedDot!

By now you have seen the new College website that was launched last year. But you may not know that along with its new look came new options for building it. RedDot is a content management system (CMS) that offers a simple interface with the web page, enabling editing much as one would a Word document or Text file. Our previous web pages in the

old template were maintained using the HTML editing software Dreamweaver, which requires knowledge of coding. Web designers not already familiar with that process find this very cumbersome to learn and implement.

Previously 23 people used Dreamweaver to edit our Connecticut College web pages, whereas now 56 people employ the user-friendly RedDot. When the redesigned College

website was first launched, we converted approximately 1,000 web pages from the old into the new. Since then, we have converted 5,952 pages with approximately 5,000 more remaining. Once the pages are converted, they are managed and updated using RedDot. Pages in the old template are still updated using Dreamweaver. For more information about RedDot, call Amy Hannum at x5150.



Senior loves old books

My name is Samantha Wickman, class of '08. I am an art and English double major and have been working as a book repair assistant in Shain Library since my sophomore year. Repairing damaged books has taught me

English language Bible. This has been a treasure hunt, and I never quite know what I am going to find. Some of the books have beautiful illustrations, others personal gift inscriptions, and others include flowers pressed

the physical object. This has inspired a research paper on illustrations in Hamlet editions for an English course and influenced my art senior thesis, a project in which I am working on constructing cultural narratives using objects, images, and texts.



Samantha repairs and refurbishes old books (above) and discusses methods or repair with Lori Looney (right).

how books are made and how binding techniques have developed.

Since last fall, I've been evaluating the library's Old Book Collection, which is a collection of old books in dilapidated condition that is kept in a backroom storage closet. My job is to inspect each book in the collection, describe its present condition, and then research its potential value. The books range from classic literature, such as Shakespearean plays, to important economic texts, such as Adam Smith's *Wealth of Nations*, to 17th century grammatical texts, to a 1580s

between pages. Such details have allowed me to consider the histories of the volumes, to wonder how they may have arrived at Connecticut College, and the changes in bookmaking over the course of several centuries.

Working with the Old Book Collection has provided me with a unique link not only to the past, but also to my two majors, allowing me to better understand the relationship between the narrative of the text, the historical narrative context from which it comes, and



Help Desk position prepares student for the Peace Corps in Africa

My name is Jonathan McLean and I am a member of the class of 2008. I began working for Information Services in my freshman year. During my first tour of the campus, the tour guide informed us that students work at the computer Help Desk. So on my second day here, I entered the lower level of the library in search of a job with Information Services, and in fact I secured two positions. Of course, being a freshman, I was oh so lucky, or not, to have the Thursday night closing shift followed by the Friday morning opening shift. It was certainly a learning experience, and a tiring one.

Working for the Help Desk has been extremely enriching. I have always been interested in computers, and own my own small web

design company. Working in technical support has allowed me to refine my interpersonal skills. No two calls are the same, and every person interprets his or her needs differently, forcing us at the Help Desk to really understand the technology we are working with and be able to troubleshoot the same problem in a hundred different ways.

This knowledge and understanding will come in very handy for me in life after college. After graduation, I plan to work as a Peace Corps Information Technology Volunteer. I have been nominated for a program in Sub-Saharan Africa helping businesses, government offices, health facilities and educational institutions with their IT infrastructures, as well as instructing others in IT. With the skills I developed while working for Informa-



Jonathan working as technical support on the phone and repairing computers.

tion Services these past four years, I qualified for this position. Otherwise, I would probably still be wondering what I want to do when I get out of college.



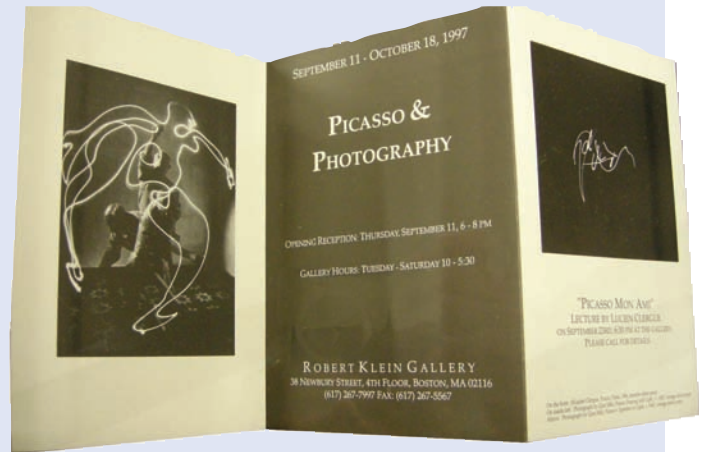
Help Desk questions range from web to internet to hardware.

Exhibitions and Events

The following public exhibitions and events will take place in Shain Library during the spring semester:

“The Ubiquitous Chapbook: An Exhibition of the Collection of Richard Dey P’09.” March 27 to May 9. In the display cases on the main floor.

“Watercolors Through Eastern and Western Eyes: Paintings by Chiang Chien-fei”. April 10 to August 29. Located in the display cases in the Charles Chu Asian Art Reading Room.



Faculty Book Talks by:

Nina Martin (Film Studies), *Sexy Thrills*, Thursday, April 17, at 4:30 p.m. in the Haines Room

Sunil Bhatia (Human Development), *American Karma*, Thursday, April 24, at 4:30 p.m. in the Charles Chu Asian Art Reading Room

Inside Information is published by Information Services twice a year and is distributed to the Connecticut College faculty, administrative offices and other interested members of the campus community. Comments and suggestions are welcome and should be sent to Laurie Deredita, editor, at lmder@conncoll.edu. Past issues can be read online on Digital Commons@ConnecticutCollege <http://digitalcommons.conncoll.edu/isnews/>.

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