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**Session 8: Visual Resources, Educational Technologies, & Teaching: A
Collaborative Faculty Support Model**
Sunday, May 7, 2006, 9:00-10:30am

Moderator: Donald Juedes, Librarian for Art History, Classics, & Philosophy, Johns Hopkins
University

Speakers:

Donald Juedes, Librarian for Art History, Classics, & Philosophy, Johns Hopkins University,
"Bringing It Together: Team-Based Faculty Support."

Mike Reese, Assistant Director, Center for Educational Resources, Johns Hopkins University,
"Pedagogy Upgrade: Helping Faculty Explore Instructional Technologies."

Ann Woodward, Curator of the Visual Resources Collection (VRC), Johns Hopkins University,
"Making It Work: Materials, Services, & Sustainability."

Virginia (Macie) Hall, Senior Information Technology Specialist in the Humanities, Johns
Hopkins University, "Humanizing Technology: Connecting Art Historians to Educational
Resources."

Recorder: Kathleen Costello Lonbom, Fine Arts Librarian, Milner Library, Illinois State
University

Summary:

Donald Juedes moderated and opened up this session by discussing how the team based
faculty support model at Johns Hopkins University organically evolved from a base of
existing strong relationships, resources, and a genuine commitment to enhancing successes
for the scholarly community. Good relationships were in place between the Librarian,
Humanities Faculty, Visual Resources (VR) Curator, and Information Technologist. Aligning
their shared commitment to improving access to resources was a common goal. Although
the constituents worked in tandem on projects, they also recognized at times they were
working individually inside a vacuum. The group identified areas of improvement that could
be made which would routinely integrate the desired outcomes they mutually agreed upon
for their students. A team approach to enhancing access to images or developing scholarly
research tools, for example, would lead to improved critical thinking, heightened overall
performance, and refined information literacy skills.

The missing link for the full integration of resources, people, and processes came in the
formation of a Center for Educational Resources and a grant from the Arthur Vining Davis
Foundations. The grant funds projects, which enhance learning and teaching in the
Humanities by integrating technology initiatives, which support improved pedagogy.
Simultaneously, the University was establishing the Center for Educational Resources (CER)

and it was recognized that the Center would be an ideal group to administer the grant. The arrival of the CER brought new tools such as the course management system, WebCT, and new people, brimming with expertise, leading to an emergent model, which enhanced the relationships between all of the constituents. The group focused their energies on improving an introductory survey course, the History of European Art. Introducing WebCT into the course allowed for unlimited possibilities to integrate information resources: syllabi, course calendars, images available through their image review system (MDID), scholarly materials, electronic reserves, library tutorials, and more. The CER serves as a centralized support system that seamlessly enhances the work of the team, in part by increasing the awareness of the role each member plays. Members of the Faculty Support Team, whether, librarian, VR curator, Technology Specialist, or CER staff, recognize the importance of referral and acknowledge it as key to the team's success. The resulting collaborations and innovations have led the team to understand the expansive nature of the tools they have created that can be repurposed for other disciplines.

Mike Reese, Assistant Director CER, continued the panel discussion talking in more detail about the role of the Center at Johns Hopkins University. Since its inception five years ago, CER has partnered with faculty assisting with teaching strategies, crafting assignments, project work, and consultation. The CER, located in the library, is staffed with a range of individuals including PhDs, trainers, and instructional designers. CER staff members collaborate with librarians to co-facilitate learning and teaching events held, such as an ongoing lunch series, where topics might include "What Can Podcasting Do for You?" CER projects include initiating a teaching assistant orientation and training series, developing electronic in-class voting, created a multi-media lab for faculty, and developing a mobile computer classroom equipped with 10 laptop computers and a projector. CER activities follow a standard project management model, ADDIE—Analyze, Develop, Design, Implement, and Evaluate—which complements the collaborative approach already in place at the library.

Reese went on to discuss several educational resources and projects that his Center has developed in partnership with faculty, librarians, and information technologists. These include interactive map applications, a timeline creator, and use of a course management system. Details of these projects are available at http://www.cer.jhu.edu. One example that was particularly compelling was the interactive map program, which allowed faculty to pose digital field assignments to students as part of the course work. These assignments require students to apply the knowledge they learn in lecture. Students use the map tool to explore the Homewood campus, document their findings, and analyze their data. The interactive map application has also been used in a course on Cities and for the redesign of the Florence Map project that Macie Hall discussed later in the session. With the assistance of librarians, content for the map was drawn from a number of resources including government documents and special collections. Often, projects initiated by the CER also require images made available through the Visual Resources Collection.

The Visual Resources Collection (VRC) at the University has played an integral role in many of the current and ongoing projects developed by the Faculty Support Team, and Ann Woodward, Curator, detailed the background of her position, the collection, the multiple challenges posed to Visual Resource (VR) curators, and the differences between a VR curator's position and a librarian's position. First, Woodward discussed the position of VR curators, noting immediacy as a distinguishing factor, describing a two week turnaround time for a typical acquisition of an image for faculty, and at times one hour for a rush request.   Although CER and Information Technology professionals do not find a short timeline out of the ordinary, it is somewhat unusual in library culture. A notable difference in VR is the lack of standardized cataloging, as no equivalent to Library of Congress exists

for images, but there are changes coming as the Cataloging of Cultural Objects (CCO) will publish standards in print this summer describing descriptive cataloging and shared documentation. There is no established terminal degree for the VR curator, some having a MLS degree, others a MA in art history. Collection development is based primarily on course by course request, rather than a predetermined collection profile. Next, Woodward talked about the importance of sustainability in a digital environment, and how she has advocated for a centralized image collection. Ease of use is paramount for any image collection and a desired feature faculty often request is space to hold their personal collection of research images. The library at Johns Hopkins University hosts both ARTstor and an image collection mounted on the Madison Digital Image Database (MDID) giving faculty across campus a wide range of choices. VR and CER have worked together to lighten the training load, with VR staff assisting faculty and students with the images available through MDID, and CER and library staff coordinating training for ARTstor users. Finally, Woodward looked at the considerable role the library has played in the VR collection and the difference it has made in allowing the VR staff to fully support the faculty with needed resources. A collaborative success specifically discussed was the Hopkins Digital Library Program charged with developing the library's institutional repository. The VR center did not have a functional system for storing archival master digital files. Although the large files were not used for teaching purposes, they did need to be maintained as source files for derivatives to be used with MDID or PowerPoint. The library worked with the VR staff to develop a repository and provided the additional support of their metadata expert for metadata mapping. Woodward summarized the collegial team approach between colleagues at Johns Hopkins as a positive and productive environment.

Macie Hall, Senior Information Technology Specialist in the Humanities, discussed two major projects she has been involved with to further illustrate the collaborative nature of the faculty support model the team continues to develop. Hall began by reviewing the Arthur Vining Davis Foundations grant the CER received in 2001 and its targeted focus on the introductory course, History of European Art, taught by various faculty members over several semesters. As Juedes discussed at the beginning of the session, the support team was challenged to introduce students to inventive methods and tools that would enhance critical thinking skills, develop tools, increase access to resources, and package this concept in a way that was optimally transferable to other courses. Hall demonstrated how the team built these tools and methods into WebCT using the course management software as the central platform to host multiple functions. The selected survey course was taught by multiple faculty members that led the team to develop a menu from which professors could choose pieces of information such as library resources, image review, or practice quizzes. Juedes contributed material for the library resources menu that included library guides, links to the online catalog, strategies about searching for scholarly articles, library tutorials, and more. Hall worked with Woodward selecting and setting up MDID so the images could be used for both in class lectures and review of images outside of class. Graduate students were brought in to develop an illustrated glossary used in the class. This collaborative endeavor was started in 2002 and continues to be used today in the art history survey course it was designed for, and also has been re-purposed for other art history courses, and extends its function to include courses in other disciplines.

The second project Hall discussed was the Interactive Map of Florence developed in collaboration with a professor in the History of Art department, Stephen Campbell, who regularly teaches classes on the culture, art, and history of Florence in Renaissance Italy. Usually, humanities professors teach this type of course with an interdisciplinary approach that is difficult to capture in a single resource. Teaching and learning about the nature of the city and the context of the time involves looking across disciplines that tie into history, sociology, religion, and politics. Professor Campbell, new to Johns Hopkins University in

2002, was very interested in utilizing a pedagogical method that would capture the complex nature of the subject. Hall began working with the CER to develop the project, the interactive map, which ultimately would involve an undergraduate Flash programmer, art history graduate students, and staff and resources from the Visual Resource Collection. Hall introduced the Interactive Map of Florence by giving a demonstration of the multiple-layered features and functions it is capable of, allowing a user to virtually experience the city of Florence by exploring specific sites, such as the Palazzo Medici or the Tournabuoni Chapel. Users can navigate by moving the cursor over the map and the sites reveal numerous options such as floor plans, image of the site, and descriptive text. Contextual references give students a fuller understanding of the time and place in which the art and architecture were created. Hall and Campbell were pleased with the results and the learning opportunities the interactive map afforded the students. The next step of the interactive map project involved building a more robust platform capable of handling enriched media capacity. Partnership with the CER once again played a pivotal role in the extension of this project. CER had been working on a mapping project with the Biology department and wanted to test the template they had developed to see if it had cross-disciplinary application. This segued perfectly for Hall and Campbell and afforded an opportunity to build upon their already proven success with the interactive map project. Hall concluded the session by referring back to the model of integrated support introduced by Juedes at the session's start, underscoring the importance and success-oriented outcomes of all constituents, CER staff, librarians, VR curator, and information technologist, working together as a team.

Audience Questions:
Q: How do people across campus find images and locate your information?

A (Mike Reese): The Center for Educational Resources (CER) serves multiple divisions. The sharing of information across campus is an organic process. The CER is relentless in its approach and efforts to market services, but the most successful tool for raising awareness has been referrals.

Q: How can faculty extract data from the database specific to their own interests?

A (Mike Reese): The CER's policy and philosophy supports open sourceware and open standards.

Q: Do you have clout with the classroom technology people? Can you influence choices?

A (Ann Woodward): We have worked with the Dean for funding. There is a good relationship between CER and campus computing.

Q: What about the separation between visual materials and collections in the OPAC? Can MARC records be created so everyone can access the images generated?

A (Ann Woodward): This is possibly a next step we are considering.