



I hope everyone had a relaxing and rejuvenating summer. It's mid-August as I write this, and most of us have seriously started to shift gears in preparation of our new academic year. Over the past week I've noticed a number of new faces peering into the library and, happily, approaching the reference desk to enquire about library orientations and classes and other resources and services. It's wonderful—and inspiring—that these new students consider the library a partner in their success from the very outset. Our part of the bargain is to deliver relevant and creative programs and services that stimulate them (and us!) and that speak to our students' needs over the course of their academic careers, and beyond.

The past few months have been very busy, and this edition of *InsideOCULA* certainly reflects this. The OCULA Spring Dinner held in April at the Schulich School of Business at York University was a great success. Political economist and York professor James Laxer was the featured speaker at the event. Having recently spent his sabbatical in a small French city near Italy that serves as a gateway into France for many immigrants, Laxer talked about his observations and experiences living in this part of the country and, more pointedly, about the negative attitudes toward immigration that he encountered amongst his classmates while enrolled in a city university course.

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*Inside*OCULA

For and about members of the Ontario COLLEGE AND UNIVERSITY Library Association No. 32

Annual Spring Academic Librarians' Dinner - 2007

In introducing his talk for the evening, James Laxer entertained the 46 assembled librarians with often humorous observations about two major shifts in communications and communications media. First, he described his personal shift from a typewriter to the computer, and then he provided an equally-entertaining description of his entry into the blogging community. In discussing the latter shift, Laxer noted that while middle class members of society purchase and read his books, his readership on the web is far more diverse and youthful, and includes readers with interesting names like Lobster Thermidor.

In the second part of his talk, Laxer focussed mainly on Canada as it looks when one travels abroad, within the context of the rise of large immigrant populations in Western nations. He placed this discussion within the framework of the economics of globalisation and the stark inequality between rich nations, who inhabit the centre of the global economy, and



Story and photo by Brian Cameron
Ryerson University

those poor nations who are experiencing explosive population growth.

While every advanced independent country requires labour, Laxer noted that these same nations are struggling as they adapt to the realities of absorbing large numbers of immigrants. As a case-in-point, Laxer discussed the situation in France, where he lived for several months during a sabbatical. Many French feel that, in order to protect a culture that has matured over centuries, immigration must be kept to a manageable amount or eliminated altogether.

Laxer argues that some Europeans

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2006 OCUFA Teaching and Academic Librarianship Award - Suzette Giles



By Cecile Farnum
Ryerson University

Suzette (Sue) Giles, Map and Data Librarian at the Ryerson Library, was recently distinguished with the 2006 OCUFA Teaching and Academic Librarianship Award.

This award recognizes outstanding performance in academic librarianship, and considers many areas of professional responsibility, including the development and delivery of library services,

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President's message

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In attempting to turn their arguments (and fears) upside down, Laxer used the Canadian example of immigration as a powerful force that greatly contributes to an enhanced national culture, economic growth and, ultimately, the future strength and success of the nation.

Also in this issue we have two of the speakers from the OCULA Spring Workshop "*Embedded Library Experiences Deep Within the Trenches of Course Management Systems*" presenting articles based on their talk. (See pages 4 and 6).

No doubt you will have noticed some major changes to the OLA website, including OCULA's website and those of the other divisions. A new system implemented by OLA in the late spring has provided for a fresh new look and easier access to content. As editors of OCULA's online publications, Jennifer Peters-Lise (Seneca) and Brian Cameron (Ryerson) are doing a great job working with OLA staff in managing the site. Don't forget to check out the *InsideOCULA Blog* for "People News" and events and other items of interest.

Congratulations to Sue Giles of Ryerson University who was recently awarded the 2006 OCUFA (Ontario Confederation of University Faculty Associations) Academic Librarianship Award. Sue is the Data Librarian at Ryerson and is respected nationwide for her knowledge of specialized social science and geospatial data. Sue is a great supporter of the OLA Super Conference and has been speaker and organizer of numerous sessions on data and statistics.

While we bask in the warm August weather, January 30th 2008 may seem a long way off. Indeed, the OLA Super Conference is still five months away, but the OLA Planning Team has been working tirelessly since *last* January to bring you another great event. I'm really excited about the variety and strength of the sessions that OCULA Super Conference Coordinators Gail Nichol (UT) and Caroline Stewart (Guelph-Humber) have programmed for us, and I'm sure you will be too. Please consider helping out this year by convening a session or volunteering for one of many jobs that are so essential to the success of the conference. Your time and efforts are truly valued. It's also a great opportunity to meet and work with a team of wonderful people. For more information please contact Gail Nichol at gail.nichol@utoronto.ca.

The library staff at Niagara College near Niagara-on-the-Lake must be some of the luckiest people around. Imagine spending your work day in a beautiful, light-filled space surrounded by vineyards and tree-lined fields beside a large, impeccably-maintained greenhouse bursting with carefully nurtured plants, which you can buy for your

own garden thanks to the College's horticulture program. (There's also a resident cat.) Just outside the library doors are the bustling kitchens of the culinary program (incredible cooking smells), and a little further along a tiny wine shop selling a nice selection of award-winning wines produced by students in the Winery and Viticulture Program. Continue on and you'll enter a beautiful atrium, which is the restaurant of the College's Niagara Culinary Institute where you'll be served a wonderful array of student-prepared dishes that highlight local ingredients, served by some of the nicest waiters you'll ever come across. Mark **Thursday, October 18th** in your calendars, because Niagara College is the venue for the **OCULA Fall Dinner** and it promises to be a great evening of excellent food, drink and socializing. Niagara wine expert and culinary instructor Albert Cipryk is the featured speaker for the event.

On behalf of OCULA Council, I wish you all the best for an exciting and productive fall semester. See you in Niagara!



The presenters and organizers relax after a successful OCULA Spring Workshop at Algonquin College

From left - Flavia Renon, Don Kinder, Jennifer Peters-Lise, Brenda Mahoney, and Laura Briggs

OCUFA Award - Suzette Giles

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research, and contributions to the library community.

Sue began her career at Ryerson in 1978, and has held a number of supervisory positions, including Coordinator of Library Services, Acting Director and Head of Information Services. In 1995, Sue was asked to develop and coordinate library services for social sciences and statistical data. After an intensive year-long job exchange at the University of Toronto, Sue became involved in the Data Liberation Initiative (DLI), and ensured Ryerson had access to important data files previously only accessible to larger academic libraries.

As geospatial data became available and affordable in the early 2000s, Sue developed the Map and Data Resources (MADAR) website as part of her continuing efforts to make geospatial and statistical data accessible to the Ryerson community. As one of the most visited pages on the Library's website, it is a testament to the need for this data to be accessible online. When the Library renovated its main floor in 2004 to build the Ronald D. Besse Information and Learning Commons, Sue championed the creation of the Geospatial Map and Data Centre,

a unique learning space designed to help build the research skills necessary to access these specialized resources.

This is a highly popular destination in the Besse Commons, and has helped promote the need for statistical literacy amongst a variety of academic disciplines at the university.

She has served on the executive of a number of organizations, including the International Association for Social Science Information Services and Technology (IASSIST), and the Canadian Association of Public Data Users (CAPDU). She is also a member of OCUFA, often arranging for or presenting sessions relating to Statistics Canada and Census data.

In addition to her tireless advocacy of map and data resources, Sue has served as a subject librarian for Geography and Urban Planning, and has developed an exceptional rapport with faculty and students over the years. She is highly regarded amongst her librarian colleagues, who depend on her extensive knowledge and experience to help navigate the often tricky landscape of map and data resources.

Sue has long been synonymous with excellence in data librarianship, and this award is a fitting tribute to her past, present and future accomplishments in the profession.



**Sue Giles receives the
2006 OCUFA Teaching
and Academic
Librarianship Award
from then President,
Michael Doucet**



Spring Dinner - James Laxer

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James Laxer

feel that Canada is better able to deal with immigrants because they perceive us as being a younger nation that has less culture to protect. Laxer took the opportunity to speak with some French people during a language course he took while in southern France.

Among the things he told them was that Canada has a long pre-Columbian history, and that the history of modern Canada dates back more than 400 years, noting that Quebec City was founded in 1608. In other words, he pressed the point that Canada had been settled while Shakespeare was writing. He also noted that with the achievement of responsible government in Upper Canada in 1848, Canada is one of the oldest democracies in the world.

More to the point, Laxer impressed upon the French that he spoke to, that immigration has turned Canada into an economic power. In the next 100 years, Canada will be a larger economic nation than many European nations. In concluding, Laxer noted that Canada's future is more important than its past, and that the immigrant-dense GTA is a treasure in the world.

Visit Laxer's blog at <http://www.jameslaxer.com/> and you may be lucky enough to catch a comment or two from Lobster Thermidor.



Combating Library Anxiety with Online Information Literacy

At the University of Waterloo, we—Laura Briggs, Liaison Librarian, and James Skidmore, Associate Professor of German—teamed up to integrate information literacy into GER 272, a service course on modern German culture taught in English. The opportunity arose in 2004 to redesign and modernize the course, which entailed moving GER 272 away from a traditional “civilization” course by having the course content reflect more recent topical concerns in the discipline. It also involved reducing the emphasis on lectures by focusing on learning processes; a large number of online learning aids such as Virtual Field Trips and Prof Moments (short PowerPoint e-lectures converted to Flash video) were incorporated into the course site on UW-ACE (ANGEL Learning Inc.’s course management system). This also allowed James to create a single course shared by both on-campus and distance education students, thereby substantially enriching the distance education section while improving independent learning opportunities for all participants.

A third major change was the integration of an extensive

information literacy component. James had grown weary of the vague, expository essays submitted by students who relied almost exclusively on monographs for their research, and who couldn’t format a standard MLA style bibliography if their lives depended on it. James contacted Laura, who at that time, as the UW Library’s liaison to the Centre for Learning and Teaching Through Technology (LT3 Centre), provided Library input into online course design at UW. Discovering that we were of like mind on a number of issues—students needed to be more responsible for their learning; UW-ACE would be an ideal platform for integrating point of need library instruction; the original BBC version of *The Office* was far superior to the American remake—we set about making the acquisition of information literacy skills one of GER 272’s primary course objectives.

We chose a scaffolded, task-based model for delivering info-lit instruction via UW-ACE. Library instruction on skills necessary for the term essay was broken into manageable parts during the first part of the term so that students



By James Skidmore and Laura Briggs
University of Waterloo

could build up their research abilities as they were needed. This involved a combination of instructional web pages about the library’s journal databases and the fundamental searching skills needed for those databases in addition to online quizzes, and some annotated examples of good abstracts. An online Library Help! discussion forum gave students the means of contacting Laura with specific research questions. This asynchronous forum was augmented by a live Library Help! chat session held in the evening about a week before the first stage of the term project was due (when students were required to submit a topic, discussion question, and the abstracts of two or three academic journal articles for instructor feedback). The live chat session was moderated by both of us (we sat in James’ kitchen, each armed

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GER 272 Library Help!	
Settings Reports Utilities Delete	
SUBJECT	AUTHOR
ok what now	Jenny
trouble...	Sarah
Re: trouble...	Laura Briggs (lbriggs)
Re: trouble...	Jenny
Searching for Articles	Laura Briggs (lbriggs)
library angst	Jenny
Re: library angst	Laura Briggs (lbriggs)
Re: Re: library angst	Jenny
Re: Re: Re: library angst	Laura Briggs (lbriggs)
ringstrasse research	Tamzen
Re: ringstrasse research	Laura Briggs (lbriggs)
Re: ringstrasse research	James Skidmore (skidmore)
Re: Re: ringstrasse research	Tamzen
Live chat	Gail
Re: Live chat	Laura Briggs (lbriggs)

**The GER 272 Library
Help! Discussion Forum
- Students use this
forum to discuss their
research challenges.**

Mark October 18th in your calendar for the OCULA Fall Dinner at Niagara College!



photo credit: Jeff Epp

You can look forward to:

- a 4 course menu featuring local food and the amazing cooking & service skills of the Niagara Culinary Institute students
- the restaurant, a lovely rotunda looking out over vineyards and the college campus
- our speaker for the evening, **Albert Cipryk**, Culinary Institute instructor and local wine expert.

The reception will begin at 5:30 and dinner will be served at 7pm. Be sure to arrive early to visit the beautiful campus library, and the wine store for award winning wines made by Niagara College students.
http://www.niagaracollege.ca/features/nci_dining_room/

Check the OCULA blog and website for registration and transportation details coming soon...

Meet your OCULA Superconference 2008 Co-ordinators...



Gail Nichol
Librarian, Engineering
and Computing
Science Library
University of Toronto



Caroline Stewart
Librarian,
University of
Guelph-Humber

Gail and Caroline are working hard to organize all the OCULA proposals submitted for this year's Super Conference.

Look for OCULA session descriptions in the November/December issue of InsideOCULA!

Combating Library Anxiety - Briggs and Skidmore

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with a laptop and an order of General Tso chicken, (Laura's price for working after regular library hours). Additionally, on the final exam students were asked three multiple choice questions related to database searching.

A grant from UW's Learning Initiatives Fund has enabled us and another UW colleague (Pia Marks) to research the impact of course-integrated information literacy. We learned a great deal from each other, but we were also both impressed at how much the other person brought to the table. James understood what information literacy was, and Laura

acknowledged his sophisticated research skills—to paraphrase Roy Tennant, "he likes searching for searching's sake, the sign of a true librarian." Laura for her part knew quite a bit about pedagogy and could think from an instructor's perspective. We were both struck by how many senior students lamented that they had never received this kind of instruction in other UW classes. At the root of this desire is the student's fear of the library's vast number of resources. Library anxiety clearly still exists. As one student commented: "It's one of those things people tend to fear, because it seems so overwhelming. I know [infolit instruction] was helpful for this course, and will surely come in handy in the following years. I also really enjoyed the 'live' library help discussion, because I was able to

get help with my topic right away and help with search ideas." At first we thought the moderate number of postings during the live Library Help! session and on the Library Help! forum indicated a lack of interest. But UW-ACE's activity logs show that numerous students refer back to these pages often during the semester—evidence that conducting infolit instruction online has the added benefit of being retrievable for later use.

Intrigued? You can learn more in our upcoming chapter in Trudi Jacobson and Thomas Mackey's *Using Technology to Teach Information Literacy* (Neal-Schuman).



Seneca Libraries and Blackboard: Finding an In



By Jennifer Peters-Lise
Seneca College

Seneca College has been a product development partner and beta testing site for Blackboard since 2000. Seneca Libraries has been researching new and interesting ways to integrate library resources and services into Blackboard for almost this entire time. Some projects do seem to work better than others and I would like to highlight two of our projects here.

E-reserves

E-reserves are a combination of digitized paper reserves and links to online sites for course readings. The main benefit of e-reserves is that students can access much of their course materials online instead of borrowing and photocopying articles and book chapters from the Reserve Desk.

After reading about some successful e-reserves projects in Blackboard it seemed that Blackboard's Content System could be a viable option for delivering e-reserves to our students. After all, students use Blackboard for many aspects of their Seneca education so it seemed logical for their class readings to be there too.

Blackboard's Content System serves two purposes: it works as a virtual hard drive and allows users to share files. One is able to upload a file to the Content System and grant someone else permission to view and modify the contents. The

idea for e-reserves was to upload all the material into one list (scanned articles and book chapters, and links to our research databases and external websites), grant the faculty permission to link to this list, and then students would access this list from the course side of Blackboard (see figure 1).

This scenario works really well with simple course readings lists but there were many areas where it fell short: the inability to import MARC records for items in a readings list that could not be digitized, the inability to actually catalogue an item as the metadata is very much in the background, the searching is not user friendly, statistics and maintenance are rudimentary at best, and the interface was not customizable.

We knew we needed a system that could offer all of these advanced features and in the end chose to use the digital asset management system *Encompass for Resource Access* from Endeavor.

Unfortunately, almost as soon as we had built the system, Endeavor was bought out by Ex Libris. As a result, we will soon make the attempt to migrate to *Digitool*.

We feel it is vital that readings are still delivered to students through Blackboard, instead of forcing them to seek out their readings elsewhere, but when they click on a link they will be retrieving the material from our external system and not Blackboard's Content System (see figure 2).

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Figure 1

	Name	Modified	Size	Permission
<input type="checkbox"/>	Bladder_and_Prostate_Cancer	May 12, 2005 2:05:11 PM	8KB	
<input type="checkbox"/>	Brain_Attack	Dec 14, 2004 3:42:57 PM	25KB	
<input type="checkbox"/>	Brain_Injury	Dec 13, 2004 2:39:24 PM	1KB	
<input type="checkbox"/>	Breast_Cancer	Dec 10, 2004 2:25:10 PM	258KB	
<input type="checkbox"/>	Cerebral_Palsy	Dec 9, 2004 4:14:27 PM	0KB	
<input type="checkbox"/>	Chemotherapy	Jan 3, 2005 9:52:22 AM	60KB	

Figure 2

Reading Materials for this Course	
-- NRS401 --	
Additional Reading Resources	See Contents
Bladder & Prostate Cancer	See Contents
Brain Attack	See Contents
Brain Injury	See Contents
Breast Cancer	See Contents

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Academic Honesty Tutorial

In 2006, Seneca Libraries was given permission to modify the *You Quote It, You Note It*¹ tutorial created by Vaughn Memorial Library at Acadia University. We modified the content to adhere to Seneca's academic honesty policies and also created pre-assessment and post-assessment quizzes to be used with the tutorial.

This tutorial will potentially be a requirement for all Seneca students and will therefore be used college-wide by hundreds of faculty. We needed to simplify the process of administering the three parts of the tutorial to students – the pre-assessment quiz, the tutorial, and the post-assessment quiz, while ensuring that faculty could use Blackboard's Gradebook to automatically collect and collate their student's quiz results.

In Blackboard you have the ability to package different files together with "adaptive release" which allows you to set rules for your files. For example, a user cannot see a link to a website until they first score at least 80% on a quiz. As you can imagine this works perfectly for the tutorial. Seneca students are first given a link to the pre-quiz, after they complete this they are given the link to the tutorial, after they mark the tutorial completed, they are given the link to post-quiz (see figure 3). All the while Gradebook is recording their results from the quizzes.

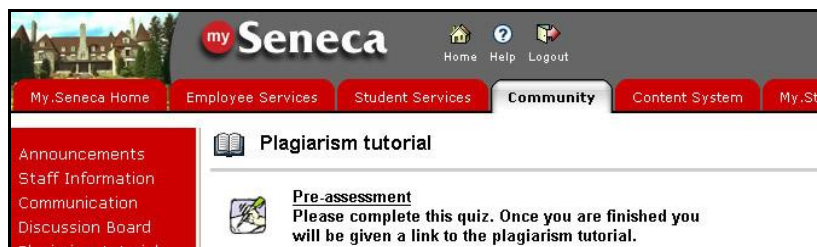
The package is easy to send to faculty, it's a zipped file, and even easier to import into their Blackboard course. In 2007-2008 we will piloting the tutorial and hope to iron out any bugs we encounter.

¹ <http://library.acadiau.ca/tutorials/plagiarism>



Figure 3

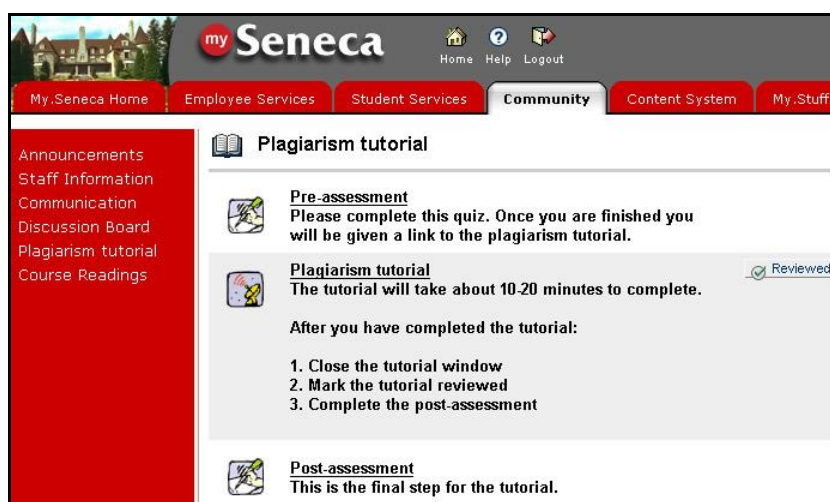
Step 1



Step 2



Step 3



A Modest Proposal: Ideas for Super Conference 2008



Story and photos by
Robin Bergart
University of Guelph

In June 2007 I travelled to Crimea for the 14th International Conference on Libraries and Information Resources in the Modern World of Science, Culture, Education, and Business. This is an annual conference held on the Black Sea resort community of Sudak, Crimea, Ukraine. How did I find out about it and what was I doing there? Good questions. I asked them myself on several occasions during the conference. I had lots of time for introspection during this Russian-language conference (I don't understand more than a few words in Russian). Some of the sessions offered simultaneous translation, but when it comes to topics such as "The Role of the Belarus Library Association in Consolidating and Raising the Competence of the Library Community in Belarus" (one of the over 150 sessions I didn't attend) mere language translation wouldn't have helped anyway.

There were some really intriguing-sounding sessions, though, as well as social events, workshops, presentations, and even games that I think next year's Super Conference organizers may wish to consider adopting for our own conference. Here is how they sound in my translated conference program. (Original spelling and grammar have been preserved as I don't feel cleaning them up will add much clarity). Just so you don't accuse me of making this up, I will cite the page number for each session as found in the conference program:

Is it worth studying library mythology?

What are the professional myths: story-telling, fantasy or a reality fragment? (Exemplify with well-known myths embedded in mass-perception). Recollect the mist common notions about the library and librarian job. Analyze based on specific examples of their accidental/non-accidental nature, as well as real repercussions for their circulation. Do you agree with the opinion, popular among those specialized in culturology that informization creates a new mythology, new self-delusion, only partially releasing us from views which have lost their relevancy? Please confirm your consent/dissent with specific examples. What is the positive principle of such mothology, in your opinion, and what are the ways of reproduction in the professional community and beyond? (p. 158)

This one raises, I think, some essential questions and engages

the audience in thought-provoking dialogue. It also hints at the possibility of a linguistic connection between myths and moths.

Politosophy as a science of contemporary information science.

Unfortunately, no program description was provided. For more information, contact the convenor, Chair of the Commission on Methodology of Implementing Constitutional Authority of the Council of Federation, Council of Federation of the Russian Federation Federal Assembly, Moscow. (p. 159)

The role of electronic informatization in inclusive society's coming-to-be

Actually, despite the cryptic nature of this session title, and the prolific use of the letter 'c', this day-long

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3 Brits enjoy a pint at the conference

Modest Proposal - Bergart

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session might have been quite interesting. Again, no real description provided, but the 20-minute presentations were to be covering:

1. Establishing tolerance centres in Russian libraries
2. The librarian's tolerance in the context of freedom and morality
3. Library, information and educational centre 'School of Tolerance and Peacemaking': the first results
4. Updating modern library methods for the young and educating socially active personality

(pp 146-7)

As far as the extra-curricular activities were concerned, there were too many in this one-week conference to mention them all. I offer, therefore only a sample of the best ones that I think might be most profitably appropriated for Super Conference:

- Best Joke on Library Topic Contest
- Billiard and Chess Matches
- Fourchette (I didn't go to this so I'm not entirely sure what it encompasses, but I believe fondue was involved)
- Video contest: "Everything about Libraries, in Libraries and about Libraries"
- Miss and Mr. Conference competition
- Best Interpreter competition
- Original Musical on a Library Theme (with professional dancers, bubble machines and fireworks)
- Opening plenary to include confetti and presentations of long-stemmed roses

For more information on how to attend next year's conference, and for proof that I'm not making this up, visit <http://www.gpntb.ru/in/inter-events/crimea2007/ng/cd/index.html>



Confetti is showered on conference Chair Yakov Shrayberg during the opening plenary



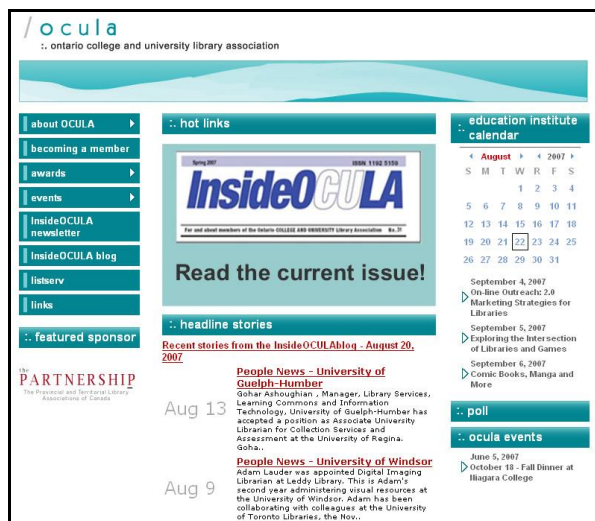
Scene from the original library musical



One of the winners of the many conference awards. I can't remember: Was she Miss Conference?

OCULA has a new website!

In fact, all divisions of OLA have new websites. Check out the new design and let us know what you think.



Don't forget...People News & Around The Province have moved to our blog...

Librarians across Ontario are contributing news from their own insitutions to ensure up-to-date and accurate information.

Also included in the blog:

- News
- OCULA events
- Job postings for academic librarians
- Call for submissions
- Conference announcements
- Articles

Want to contribute your news? Email the editor at:
jennifer.peters-lise@senecac.on.ca

<http://www.accessola2.com/ocula/wordpress/>

InsideOCULA

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InsideOCULA describes the decisions and activities of OCULA leadership, explains OCULA programs and provides news of Ontario's college and university library systems.

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