Minitex

REFERENCE NOTES

December 2012

ROI Exhibits at Annual STEM Summit

Beth Staats

The Annual STEM Summit, held at the UCR Regional Sports Center in Rochester, was once again a whirlwind of teens learning about STEM-related businesses, careers, and higher education. The Summit "highlights careers using Science Technology Engineering & Math" and it seems to grow every year. Now in its sixth year, the Summit is attended by more than 1,800 educators and students in grades 6-11. The students come through the exhibit hall in shifts with time allotted to visit each of the 7 zones of the Summit (each zone had approximately 10 exhibitors in it).

To draw student interest, the Summit organizers ask that each exhibit offer some sort of interactive or hands-on activity. This is where I had to get creative. How could we promote ELM and all of the STEM content in it, like *Science Reference Center* and *General Science Collection*, while offering some sort of hands-on activity? What is quick, fun, educational, and STEM-related in ELM? It finally dawned on me—science experiments! *Science Reference Center* offers 1,000+ full-text science experiments from sources like Science Scope, Science & Children, and Science Teacher. I remembered seeing a science experiment about making molecules using mini marshmallows and toothpicks so I searched for the term "marshmallows" and found the experiment in Odyssey called *Marshmallow Molecules*. Using 4 toothpicks and 5 marshmallows, students could easily make a model of a carbon tetrahedron molecule. This activity really drew the kids in and once at our exhibit, I was able to tell them about all the great STEM content available in ELM.

The exhibitors were quite impressive, including several departments from the Mayo Clinic, all with hands-on activities such as an electrocardiogram. IBM and Lego Robotics were there with an almost life-sized robot. JMC Mobile DJ showed off their sound and light shows. Kemps offered students a hands-on experience in making their own ice-cream sundaes.

For more information on the STEM Summit, you can check out one or all of these local newscasts:

KTTC – "Students Explore STEM Careers"
KAAL – "Businesses Stress STEM Education"
KIMT – "Preparing Students for the Future"

STEM Day Conference 2013

Save the date for a STEM Day Conference, Building Partnerships for STEM Education, hosted by library partners Minitex, MELSA, & Metronet.

February 14, 2013
University of Minnesota
Continuing Education and Conference Center
St. Paul, MN

The conference sessions will focus on building partnerships and resources that support and advance K12 STEM Education in Minnesota.

We proudly announce our keynote speaker, Dr. Anthony Murphy, newly appointed director of The GLOBE Program. Prior to his current position, Dr. Murphy served as the executive director of the National Center for STEM Elementary Education at St. Catherine University in St. Paul, Minnesota.

Watch for registration and session information soon! ■

Sixth Annual Library Technology Conference

The Library Technology Conference **announced keynote speakers, Kimberly Bryant and Virginia Eubanks, for 2013!** The 2013 Library Technology Conference will be held March 20-21 on the campus of Macalester College in St. Paul, MN. Watch for registration information coming soon.

Keynote Speakers

Virginia Eubanks is the cofounder of Our Knowledge, Our Power (OKOP), a grassroots anti-poverty and welfare rights organization, and the Popular Technology Workshops, which help community organizations and social movements make the connection between technology and their other social justice goals.

Virginia Eubanks

She teaches in the Department of Women's Studies at the University at Albany, SUNY and writes books about technology, social justice, and politics. In past lives, she edited the cyberfeminist 'zine Brillo and was active in the community technology center movements in the San Francisco Bay Area and Troy, NY.

Kimberly Bryant

Kimberly Bryant is a Biotechnology/Engineering professional who has spent the last decade in the Biotechnology, Pharmaceutical, and Manufacturing industry in a series of technical leadership roles for various Fortune 100 companies such as Merck, Pfizer, and Dupont. Most recently Ms. Bryant spent 5+ years as a Senior Manager with Bay Area biotechnology company Genentech. Ms. Bryant founded BlackGirlsCode in April 2011 to meet the needs of young women of color who are underrepresented in the currently exploding field of technology.

The program focuses on introducing girls of color between the ages of 7-17 to the field of

digital technology and computer programming with a focus on emerging entrepreneurial concepts. Since launching BlackGirlsCode in 2011 in the Bayview Hunter's Point community, the very successful pilot program has experienced incredible growth with workshops now being offered in Oakland, Chicago, Atlanta, St. Louis, and various other cities as part of a national expansion effort.

Although the digital divide is steadily eroding there is still a great disparity in the representation of women and people of color in STEM fields, the mission of BlackGirlsCode is to introduce programming and technology to a new generation of coders who will become the leaders and creators of tomorrow.

Library Journal Star Libraries

Beth Staats

Based on their service output and using the Library Journal Index of Public Library Service (LJI), a measurement tool that compares U.S. public libraries on the quantities of services they deliver, the results are in for the LJ Star Libraries of 2012 and six of them are in Minnesota! The average number of states that win Star Libraries averages about 40 and this year includes 39. New York and Ohio are apparently the superstar states with New York having 34 Star Libraries and Ohio having 33. Kansas is up there too with 21 Star Libraries.

The Minnesota Star Libraries are (in no particular order):

- Hennepin County Library – Minnetonka
- Edgerton Public Library
- Grand Marais Public Library
- Crosby: Jessie F. Hallett Memorial Library
- East Grand Forks Campbell Library
- Ely Public Library

Grand Marais Public Library

So, we must ask, what are the LJ scores based on? According to the LJ Star Libraries FAQs, scores are "based on data reported annually by public libraries to their state library agencies and compiled nationally by the *Institute of Museum and Library Services* (IMLS)." LJ Index scores are based on four per capita service output statistics:

- library visits
- circulation
- program attendance
- public Internet computer use

To get more specific information on the Star Libraries and how they are scored, please visit the FAQ page at http://lj.libraryjournal.com/stars-faq/.

Congratulations to Minnesota librarians Susan Hoang (Carleton College) and Megan Kocher (University of Minnesota – Twin Cities) who recently made ALA's

2013 Class of Emerging Leaders!

DIY History

Jennifer Hootman

The "Do It Yourself" movement has shown up nearly everywhere, including libraries.

The University of Iowa Libraries has capitalized on the concept of DIY with an impressive crowdsourcing initiative referred to as DIY History. Their first experiment with crowdsourcing began with their Civil War Diaries and Letters Transcription Project. From the spring of 2011 through the fall of 2012 volunteer contributors transcribed over 15,000 pages.

The goal of DIY History is to make these valuable primary resources from their Digital Library more accessible and searchable. However, because these handwritten documents or photographs require manual transcription and description, it quickly becomes a project that does not scale to current workflows. So, that's where the volunteers come in!

The DIY History collections available for volunteer transcription include:

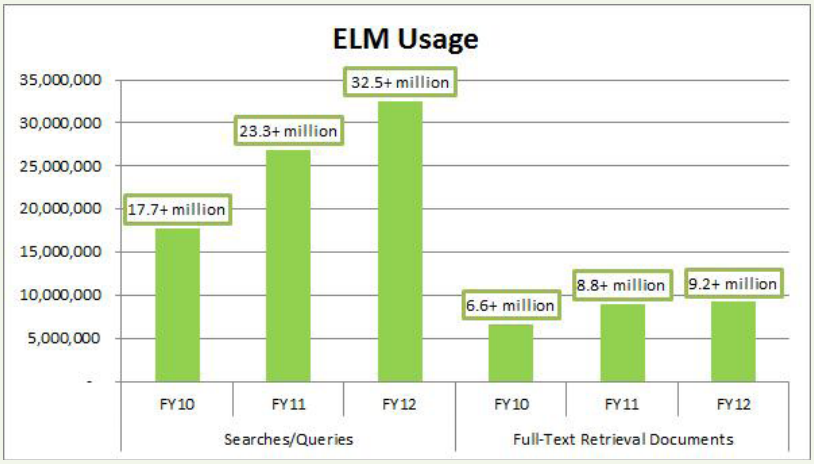
- Szathmary Culinary Manuscripts
- Iowa Byington Reed Papers
- Nile C. Kinnick Papers
- Civil War Diaries and Letters

From handwritten cookbooks (1600s-1960s) to first-hand accounts of the Civil War from soldiers and families, DIY History is fascinating to browse and research. To participate it's as easy as selecting a page to start transcribing. Learn more about DIY History.

ELM Spotlight

ELM Usage

ELM usage continues to grow each fiscal year. The table at the right shows the usage by searches and full-text retrievals for the first three years of the current contract cycle.



ELM Instruction

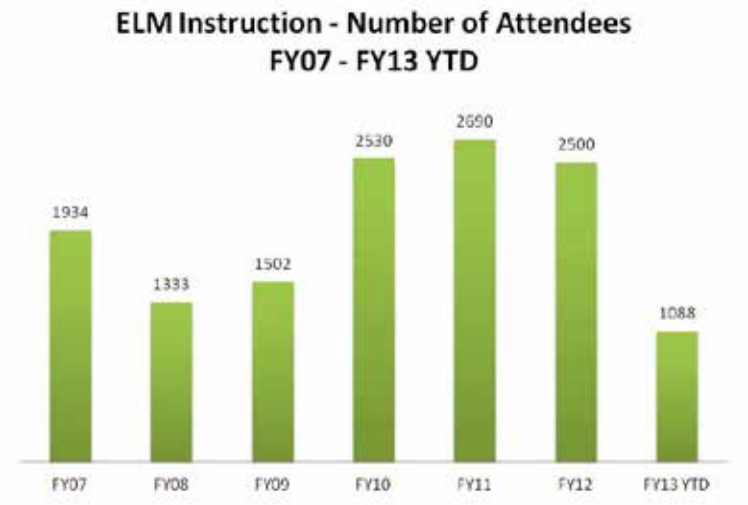
In FY13 to date, 75 instructional sessions were offered and attended by 1088 (1120 registered) library and school media staff, teachers, students, and home educators.

We added three instructional and promotional videos on ELM to our YouTube channel http://www.youtube.com/user/minitexref this fall. Check out the latest:

Accessing the STEM Workspace in Britannica:
http://www.youtube.com/watch?v=3YGVmeo3GJ4&list=UU9BYb07roi3ErwY4f6kU5lg&index=1&feature=plcp

STEM Resources in ELM:
http://www.youtube.com/watch?v=2DG54vmzLro&list=UU9BYb07roi3ErwY4f6kU5lg&index=2&feature=plcp

Science Reference Center:
http://www.youtube.com/watch?v=X-7Az75Esb4&list=UU9BYb07roi3ErwY4f6kU5lg&index=3&feature=plcp ■



ELM@YourConferences

Minitex Reference Outreach & Instruction (ROI) presented and/or exhibited at conferences this fall:

- **MEMO Summer Leadership Event**, St. Paul, July 6, 2012
- **E-Learning Summit**, St. Paul, July 25-26, 2012, (Presented: Online Content Aligned to Standards: ELM for K-12 Academic Standards)
- **BestPrep Technology Integration Workshop**, University of St. Thomas, Minneapolis, August 2, 2012
- **Minnesota Library Association Conference**, MLA, St. Paul, October 3-5, 2012, (Presented: ELM Mobile: Databases-To-Go, What a Queer Idea: LGBT Resources for Your Library, Minitex Update, and AskMN Open Discussion Forum)
- **Minnesota Educational Media Organization Conference, MEMO**, St. Cloud, October 11-13, 2012, (Presented: ELM Mobile: Databases-To-Go)
- **Education Minnesota**, St. Paul, October 18, 2012 (Presented: STEM in ELM? Who Knew? and Electronic Library for MN: Helping Teachers Step Up to the Challenge)
- **Minnesota Association of Colleges for Teacher Education Fall Congress, MACTE**, Minneapolis, November 9, 2012 (Presented: Preparing New Teachers to Develop & Apply a Trustworthy Digital Toolbox)
- **E4 Conference**, St. Paul, November 12, 2012
- **Leadership in Reading Network**, Roseville, November 13, 2012 (Presented: Engaging Students with the Electronic Library for Minnesota)
- **STEM Summit**, Rochester, November 14, 2012(Demoed: STEM resources in ELM)

Watch for us at the TIES conference in December in Minneapolis. ■

The New Britannica School

Edited from Britannica

Britannica is rolling out a new version of its *Britannica Online School Edition*. Called simply *Britannica School*, the new site is streamlined and optimized for various devices.

Minnesota libraries with direct links to the database can continue to use the current version or can switch to the new version at any time. Here's the link Britannica shared with us: http://school-preview.eb.com/. If you have questions, contact us at mtxref@umn.edu or Britannica's Mabel Mannion at mmannion@eb.com.

Links on the ELM portal will most likely switch to the new version after the fall semester. We'll share more details on

that timing as we know them.

Here's more on the interface from Britannica:

> *Authentic, Trusted Content Aligned to the Common Core and State Standards*
> In this new edition of Britannica School, you'll find more content and a wider variety of resources - thousands of articles, images, videos, primary sources, e-books, editor-recommended websites, dictionary, thesaurus, and world atlas - to promote rigor while students read, write, research and develop vocabulary in the content areas. A consolidated search feature now brings all the resources together in one place for time-saving review. It's an ideal tool for project-based learning too!
>
> *Support for Differentiated Instruction*
> An easy toggle now enables every student to access the same content at their specific reading level at the same time. Text-to-speech and built-in translation features engage students with special needs and ELLs. And, a new elementary interface offers an age-appropriate information destination designed to appeal to students in these grades.
>
> *Interactivity with an Instructional Purpose*
> New lesson plan builders allow teachers to dynamically create, save and share interactive activities with other teachers or students. Learning games, animated lessons and study guides offer even more opportunities to connect with the content.
>
> *Universal Access*
> With the new Britannica School, students and teachers can now enjoy the same viewing experience on a tablet, smartphone, laptop, desktop computer or any Internet-connected device with a Web browser. Retrieve and explore content anytime and anywhere ... classroom, library, or at home.

For a short video preview of the new version and some insight into the thinking behind it, see this Britannica blog post: http://www.britannica.com/blogs/2012/11/new-digital-school-solution-exemplifies-britannica-today/. ■

Ebooks Crash Course, Via the OECD

Matt Lee

The Organization for Economic Cooperation and Development (OECD) publishes reports and statistics on many topics for international researchers, businesses, governmental organizations, and other entities. They recently put out a report on ebooks: http://dx.doi.org/10.1787/5k912zxg5svh-en.

The 70-page report is called "E-books: Developments and Policy Considerations" and it provides a high-level introduction to the ebooks ecosystem. If you've followed the struggles of libraries with ebook publishers, much of this will be review. But it does offer a relatively succinct overview of ebook issues (70 pages ain't bad for the quagmire that is ebooks). Consider this the crash course.

The report is produced under an OECD directorate on Science, Technology, and Industry that focuses on how information contributes to "sustainable economic growth and social well-being." While the report does stick to "just the facts," those facts highlight some of the differences (both good and bad) in sharing information via ebook compared to sharing via print, and looks at how ebook technology changes the relationship between publisher and consumer. ■

NISO and NISO/DCMI Series

Minitex has a statewide license to the 2012 NISO and 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.

AskMN

Reaching Patrons Using an Embedded Chat Widget

Carla Pfahl

A chat widget is a window or box that allows real-time communication between two points. A chat widget can be placed on multiple web pages, and libraries often target chat widgets in key areas of a page or on specific pages that may garner needed assistance, such as a "no results" page in a catalog search. In mid-August the AskMN chat widget was embedded in many of the ELM databases: the EBSCOhost interface, Gale's Power Search interface, and ProQuest. Immediately, the same day in fact, patrons made use of the widgets contacting AskMN for assistance from their point of need. What's more, the chat widget allows the patron to stay on the page they are on when they experience the need for assistance instead of clicking on an "Ask" link that directs them away from the page they are on.

As Lynn Silipigni Connaway stated in an OCLC presentation called "Using Virtual Reference Services to Embed the Library in the Academic Workflow," http://www.oclc.org/research/activities/synchronicity/presentations.html, "the library must build its services around user workflow." Convenience was found to be the main reason patrons used a library's virtual reference service – it dictated the choice of how the patron used the library. Since mid-August when the AskMN chat widget was embedded in the databases, 26% of traffic from the askmn.org public queue has come from the widget. The data from this short look at embedding a chat widget shows how effectively targeting access points will generate use. Convenience really is king. ■

AskMN FY12 Annual Report and FY13 Update

The AskMN FY12 Report is now available. AskMN had many accomplishments in FY12 to round out a very successful fiscal year. AskMN added 13 new libraries or library systems, saw a 51% increase in questions from Minnesota patrons over FY11, and received questions from residents in 84 out of 87 Minnesota counties.

To date in FY13 (July 1, 2012 – October 31, 2012), 9,873 questions have been answered. FY13YTD volume has already surpassed that of FY12YTD, which saw 8,301 questions during the same time period.

Two more libraries joined AskMN in FY13: Fergus Falls Public Library and Bethany Lutheran College. A participating library is defined as one that contributes staffing to AskMN.

Contact Carla Steinberg Pfahl, pfahl001@umn.edu or 800-462-5348, to find out how your system or libraries can participate. ■

Contextualized Exploration and Discovery of Information Trumps Friends

Jennifer Hootman

nRelate and Harris Interactive conducted a study involving an online survey of US adults 18 and older in October of this year in an effort to learn more about how adults discover and navigate information online. Some of the results may likely confirm our understandings and some may promote healthy discussions around improving our services.

The report, "Behavior Shift: Getting Content in Front of Consumers," was broken down into three major points (all percentages and related text are taken from the full report):

- Consumers approach finding content through contextualized exploration and discovery.
    - 92% of adults say they read and search for content online

- 31% of respondents indicate search engines are not the primary source for finding content online
- 48% say they are more likely to click on related content after reading an article
- 51% say they read and click on content pushed to them via email newsletters from brands they trust

- Consumers are more likely to click on traditional news sources and tend to judge quality of the content based on whether the source is already known offline.
  - 62% of consumers are drawn to traditional news links versus images, videos, or blog posts that are related
  - 39% of users indicate they are more likely to click on an article if there is an image associated with it
  - 34% are more likely to click on a link to another article; while 15% are more likely to click on a link to a video
  - 60% of consumers indicate that one of the attributes of quality content is that which is from a source already known in the offline world

- Social media has little effect on the content for which consumers search and read.
  - 76% of respondents indicate they do not get most of their content recommendations from friends or social networks
  - While researching:
    - 48% of users are most likely to click on search results
    - 28% click on links at the bottom of the article they've just read
    - 8% click on links found on Facebook

Consumers want content that's relevant, timely, trusted and easily discoverable. That part might not be very surprising to us in the library profession. However, making that happen is not always so easy. What's a discussion starter for me is *how* consumers are getting at that content using suggested related links or posts and not being so influenced by social networks. As Linda Richman would say, "Discuss!" For more information, check out the full report as well as a helpful related article. ■

Extending Our Spans of Attention

Matt Lee

You've probably already seen the Pew Internet's recent report on student Internet research. If not:

"How Teens Do Research in the Digital World," Pew Internet & American Life Project, Nov. 1, 2012
http://www.pewinternet.org/Reports/2012/Student-Research.aspx

The gist of the report is that while the Internet is largely helpful for student research, its fragmented nature also exacerbates shorter student attention spans.

The timing of the Pew report is funny because several other similar reports related to attention spans were released almost simultaneously. So if you quickly grow bored of the Pew report, check out:

"Learning Curve: How College Graduates Solve Information Problems Once They Join the Workplace," Project Information Literacy, Oct. 16, 2012
http://projectinfolit.org/pdfs/PIL_fall2012_workplaceStudy_FullReport.pdf

This Project Information Literacy report finds that while young people have enough technology skills to get hired, they often are not info-savvy enough to fully succeed in the workplace. These new hires are adept at quick internet searching, but don't possess some of the deeper info lit skills needed to navigate more nuanced research projects. They lacked "patience and persistence when solving information problems in the workplace."

If you lack the persistence to make it through this PIL report, zip on over to this one:

"Children, Teens, and Entertainment Media: The View From The Classroom," Common Sense Media, Nov. 1, 2012 http://www.commonsensemedia.org/research/children-teens-and-entertainment-media-the-view-from-the-classroom

This report, from youth technology advocacy group Common Sense Media, tracks teacher opinions on the effect that entertainment technology has on academic success. From the report: "The biggest problem area for teachers is students' attention span, with 71% saying entertainment media use has hurt students either 'a lot' (34%) or 'somewhat' (37%) in that area."

Read more on the report from Education Week here: http://www.edweek.org/ew/articles/2012/11/07/11techsurveys.h32.html?cmp=ENL-II-NEWS2 or via ELM's Educator's Reference Complete: http://go.galegroup.com.proxy.elm4you.org/ps/i.do?id=GALE%7CA309003330&v=2.1&u=mnsminitex&it=r&p=PROF&sw=w.

So young people are taking some heat on their attention spans. But it's not an issue solely owned by them. I think we can all relate, especially those of us with a Twitter tab open right now.

Lest we focus too much on the negative, all of these reports reflect well on certain aspects of students' information-seeking, including their ability to synthesize large amounts of information, quickly navigate search results, and more.

But these reports primarily highlight the fact that, in our information saturated lives, we need to consciously cultivate the ability to dig beyond the immediate – both for our success in school and in the workplace. Libraries support this deeper digging, via our collections, the information literacy instruction we provide, and more. Thanks to the Pew, PIL, and Education Week for providing and sharing statistical fodder to make clear the continued need for the information literacy education we provide. ■

Lesson Plans for Online Researchers

Carla Pfahl

I've said it many times before when I talk or write about questions people ask via AskMN. People - especially students - go to AskMN for help finding information, which is the point of the service. However, it becomes very clear after chatting with students and the general public, and reviewing countless transcripts, that the point at which they go to AskMN for help in finding information is after they have tried and were unsuccessful in finding useful, appropriate, and/or credible information themselves. Google is always, always the first place, and many times the only place, people go for their research. In the latest Pew Internet & American Life Project Report, "How Teens Do Research in the Digital World" (http://pewinternet.org/Reports/2012/Student-Research/Summary-of-Findings/Overview.aspx), 94% of students and 91% of adults turn to Google or another online search engine as the first place for research.

AskMN librarians do try to take advantage of the short time they have with patrons to introduce search strategies and reliable resources. However, while we all try to take advantage of teachable moments, students that take part in an online information literacy session or class will be more prepared to conduct research in an online environment than someone getting a teachable moment in a ten-minute online reference session.

There are many lesson plan resources available to help people become better searchers and a new collection of resources is now available from... you guessed it, Google: http://www.google.com/insidesearch/searcheducation/lessons.html. Yes, Google, the place where most researchers begin their research, has developed a full collection of lesson plans for students aimed at making them better ~~Googlers~~ researchers. The lessons plans are actually very good, although slanted towards Internet searching – using search engines (heavily sided towards Google). However, looking at the lesson plans in a broader sense, they can certainly be applied and adapted to online library resources and other credible resources. Broken out by Beginner, Intermediate, and Advanced levels, the lesson plans offer thoughtful and detailed step-by-step guidance through many aspects of search construction and variables.

In the Pew report mentioned above, one of the main concerns teachers had was in navigating the amount of information widely available on the Internet. It is easy to find biased and/or inaccurate information and middle and high school students do not have the skills to identify what is credible and what is not. The report also reaffirms what many librarians and teachers have thought and heard from students before: the blind assumption by students that if it is on the Internet, it's true. The Google Lesson Plans do address this issue with various lesson plans in the Intermediate and Advanced levels that will help students begin to ask where the information comes from, who wrote it, how

relevant or timely it is, and how might it be biased. Using the Lesson Plan Map, http://www.google.com/insidesearch/searcheducation/lesson-map.html , you can see the basic structure of the lesson plans. For identifying credible information, Lesson Plan 5 will be most useful and is titled, "How do I evaluate and decide which credible sources to use for a specific task?"

The Pew Report also touches on teaching middle and high school students online research skills and where the responsibility of teaching those skills lies. A "vast majority of teachers surveyed feel that 'courses or content focusing on digital literacy must be incorporated into every school's curriculum,' indicating just how critical they feel the ability to locate and assess information in the digital world is."

Perhaps the Google Lesson Plans will be a good fit and a recognizable tool for students to get a better understanding of how much good online research skills can impact their learning. However, creating effective search techniques and having an excellent grasp of best resources is still the domain of the librarian and hopefully the librarian can be the bridge between the teacher and the skills needed for today's research.

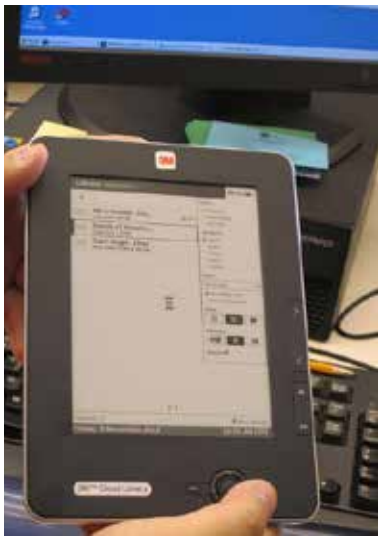
CPERS Column

3M Cloud Library at St Paul Public Library

The entire CPERS unit—Mary Parker, Tim Peters, Anne Hatinen, and Rita Baladad—visited the Sun Ray Branch of St Paul Public Library to check out their 3M Cloud Library subscription from both the patron side and the administrative side.

Eric Yang, St Paul Public Library, explains the 3M Cloud Library Kiosk to CPERS (Mary Parker and Tim Peters). More photos can be found on the Minitex Facebook page: http://z.umn.edu/ata .

St Paul Public Library started offering 3M Cloud Library ebooks in April 2012. What makes the subscription unique is that the ebooks have physical components: discovery terminals and ereaders. Available at three branches—Arlington Hills, Central Library, and Sun Ray—patrons can borrow 3M Cloud Library-dedicated ereaders and browse 3M ebook collections using kiosks dedicated solely to displaying 3M ebook titles. For a patron to use a dedicated ereader, St Paul Public Library staff must download the 3M ebook title to the ereader while the patron is at the library. Ereaders are loaned for the same time period as the ebook, 3 weeks.



A 3M Cloud Library ereader

Currently, there are about 6,000 titles in the collection but this number is steadily growing. 3M Cloud Library ebooks and ebook readers are available to all patrons with a library card registered in the Saint Paul Public Library system. The 3M Cloud Library app is available for the iPad/Pod touch/Phone; Nook HD/Color/Tablet, and KindleFire.

More information about 3M Cloud Library ebooks can be found on the St Paul Public Library site: http://www.sppl.org/ebooks/cloud-library

WebJunction MN

WebJunction MN Webinars

Cecelia Boone

Check out the WebJunction Events Calendar (http://www.webjunction.org/content/webjunction/events/wj.html) to see the list of new, free webinars that are available to the full Minitex library community. The Calendar also provides access to archived versions of recent webinars.

Several upcoming webinars available to the full library community are:

Outreach Programs in Rural Communities: Simple Steps for Surprising Results
http://www.webjunction.org/events/webjunction/Outreach_Programs_in_Rural_Communities.html
Thursday, Dec. 6, 1 p.m. Central

What Would Walt Do?: Quality Customer Service for Libraries
http://www.webjunction.org/events/webjunction/What_Would_Walt_Do.html
Wednesday, Dec. 12, noon Central

The Impact of an Ice Cream Sundae
http://www.webjunction.org/events/webjunction/The_Impact_of_an_Ice_Cream_Sundae.html
Tuesday, Jan. 15, 1 p.m. Central

Creating a Culture of Innovation in your Library and Community
http://www.webjunction.org/events/webjunction/Creating_a_Culture_of_Innovation.html
Wednesday, Jan. 23, noon Central

Staff of Minnesota libraries may register to become members of WebJunction Minnesota (http://www.webjunction.org/partners/minnesota.html) and have access to a full catalog of self-paced, online courses as well as the webinars that are available to all. ■

MN Digital Library

The MN Digital Library and the Digital Public Library of America

Edited from press release

The Minnesota Digital Library, a state-wide collaboration consisting of Minitex, the University of Minnesota, the Minnesota Historical Society, and other key institutions, was chosen to be a key early contributor to the Digital Public Library of America (DPLA). The groundbreaking project aims to make our nation's collections of significance to the study of American life digital, searchable, and accessible to the public.

With $2.8 million in funding, the DPLA will launch pilot projects in several states. Minnesota and state libraries and regional digital library collaboratives in Georgia, Kentucky, Massachusetts, Oregon, South Carolina, and Utah will participate as "service" hubs in the pilot effort.

Ultimately, users of the DPLA will be able to search across a network of local collections, finding information on a topic — like the Civil War or the Great Depression — via database entries from throughout the country. Organizers will also test ways to engage communities in contributing content to the archives, whether through adding context and tags to digital records, or sharing photos or recordings to digitize and make accessible.

The Minnesota Digital Library will receive about $350,000 in funding — $250,000 from the National Endowment for the Humanities (NEH) and $100,000 from the Knight Foundation. The Minnesota Digital Library (MDL) is a service of Minitex, which is a joint program of the Minnesota Office of Higher Education and the University of Minnesota.

Funding will be used for:

- Digitizing existing special collections held by libraries, museums, and historical societies and organizations across Minnesota, making them searchable and accessible through the DPLA.
- Providing outreach and education to communities about the DPLA, including how to access its resources.
- Supporting the development of new, "born digital" content, such as oral histories from first-generation immigrants.

The seven pilot sites will provide direct services at the regional and local level, digitizing thousands of items at each hub location, sending trainers to teach staff how to categorize the digitized materials, and providing virtual storage space.

The Digital Public Library of America is scheduled to launch a prototype in April 2013 that will make millions of digital items freely available to the public. ■

New Teacher Guides Available for Minnesota Reflections

Marian Rengel, MN Digital Library

A new batch of Teacher Guides for Minnesota Reflections is available for teachers to use with their students: http://reflections.mndigital.org/cdm/landingpage/collection/p16022coll17.

24 additional guides were produced during Year 2 of this project to help teachers make more thorough use of this growing collection of primary resources about Minnesota. Social Studies topics are covered in 21 of the new guides, and there are two new mathematics guides and one new science guide. The collection now contains 73 guides written by 18 current and retired teachers from across Minnesota.

Each guide focuses on a specific academic standard from the arts through the social studies and features 8-20 items from Minnesota Reflections. Guides cover all ages of K-12 students from kindergartners to seniors.

(Editor's note: In addition to these great Guides for Minnesota Reflections, remember that content from the ELM databases is also matched to MN academic standards in English Language Arts, Social Studies, and Science. Find ELM for K-12 Academic Standards at www.elm4you.org/standards and share both of these resources with your classroom teacher colleagues.) ■

What the iPad Mini Will Mean for Libraries

Carla Pfahl

Independent consultant and former Yale Science Librarian Joe Murphy posted an interesting review of the new iPad mini and some implications it may have for libraries. The new iPad mini has a 7.9 inch screen compared to the 10 inch screen of the full iPad, is 50% thinner and 53% lighter and beats the iPad 2 in specs and reviews. What this means is that there will be a lot of adopters of the iPad mini.

Murphy identifies areas where the iPad mini can impact libraries, specifically in areas of "iOS mobile engagement with [library] content and services" and may be a useful tool for mobile library staff.

To read the full review and links to more information, visit Joe Murphy:
http://joemurphylibraryfuture.com/the-ipad-mini%E2%80%99s-meaning-and-impact/ ■

Reference Notes

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