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Love is in the air this month...

ELM Love Stories



From October through January stories about how much ELM is loved and appreciated in Minnesota have poured in from all types of libraries and patrons from all over the state. Here are a few selections. Enjoy!

“I learned of ELM at the State Fair and with a son in first grade it is a fantastic resource. I work full-time as does my husband and it is hard to find time to go to the library to help my son find good information on topics he is interested in. Recently they started a unit on Bats in school and when he wanted some information, rather than going to google, we used Kids InfoBits to find reliable information on bats that he was able to take back to school and share with the class. I can see that the ELM resources will be invaluable as he needs to work on assignments though his school years. These days people don't have encyclopedia sets like they used to so there is no ready set of materials to consult at home. The internet is great but for my son I'd like to steer him to something more reliable to begin with. He isn't ready to put "bats" into google and see all the garbage that comes up.”

“I'm an academic librarian who works with graduate students: public administrators, nonprofit managers, business people, and writers. Once they learn the advantages of having database access for their professional development and research needs, they are concerned about not having access after they graduate. They are relieved when I explain they will have access to the ELM databases. Without ELM, they would not be able to continue the learning that they started in graduate school.”

“Being from a small institution of higher education with a shoestring budget in an economically-disadvantaged area, I am always thrilled to inform new students and instructors about our access to high quality, reputable, substantial academic journal articles and other electronic database resources, Miigwech to the Electronic Library for Minnesota. ELM is absolutely essential for our students and faculty members, and our humble library couldn't give them this incredible tool on our own. This use of legislative funds is dissolving the digital informational divide. . . .”

“We use the ELM databases every day in our high school. These provide the backbone for our high quality research. Without these services, our students would be at a considerable disadvantage, and we would not be able to push our students to the high levels of success that we do. Thank you for these resources!”

“The ELM databases are the only online reference sources our students and staff have access to. Without ELM, our students and staff would be limited to using Web sites for online research, many of which are not reliable sources for the kinds of academic research that our students are doing.”

“As a high school, we have incorporated research into every grade level through our core curriculum in language arts and social studies. In addition, our students have the opportunity to do research in several of our elective courses. The databases provided by ELM make this research possible. We have the budget to provide two paid databases and the rest are provided for us.

In order for our students to be adequately prepared for college, it is important that they begin to inquire, problem solve, analyze, and develop justifications for their beliefs. One might say this is preparation for adulthood, as well. Without the resources provided, we could not continue to offer a college readiness program. . . .”

“Without ELM resources, we would struggle mightily to provide accurate, timely and reliable resources for our students. Our print collection cannot keep up with current events and we carry no magazine subscriptions for research, instead relying completely on ELM for our periodical resources. Our teachers also utilize ELM for their professional development and best practices research.”

“I teach history to 7, 10, & 11th grade. In my 10th grade history class we complete History Day projects. Access to Elm4You has DRAMATICALLY increased the quality and quantity of materials all my history students are exposed to. It is extremely valuable to our school and would be a tremendous setback in our resources to lose it. Living in a rural area, we just can't get the students into the larger libraries and colleges. It also provides more updated materials for our students to use every year. The access to the online Encyclopedia Britannica is essential for us.”

“Put simply, I could not adequately do my job without ELM, and I would be conducting NO research. My last three publications contained extensive references, of which 95% I received through ELM. In the last 4 years, I have conducted 3 study abroad programs to Australia, during which I conducted research and assisted students gather materials for their research project in my class. Which represents several hundred references, all but 5 were received through ELM. I am changing direction of my research for the next study abroad program (fall, 2013) and I have already found that I am relying heavily on ELM for resources. My recent honors student, who is in the process of completing a publishable honors thesis could not have done so without ELM.”

“I have been introducing 4th graders to the Britannica Online Encyclopedia Elementary edition the past two

weeks. The bountiful resources included there are just amazing! I can't wait to share this resource with the parents at a Literacy Night in February.”

“ELM resources make it easier for me to teach and make it easier for my students to learn. With only a few clicks of the mouse, my students are able to access worlds of credible and reliable information. In my writing foundations classes, I get students familiar with databases by introducing the Points of View database. Not only is it accessible, it is an effective way to understand all sides of a topic. In my college composition classes, my students are required to cite from at least four academic, peer-reviewed journal articles for their final argumentative research paper. Whether they are sitting at the computer in my classroom, or they are at home working from their kitchen tables, they can access Academic Search Premier or Business Source Premier or the General Science Collection to complete this task. The information they need can be instantaneously presented. Through the ELM resources, my students can broaden their environments simply. While traveling to the local library is still an event to take advantage of, having the resources online ensures my students will learn from the right kind of information through the use of their fingertips.”

“As an academic librarian, we frequently ask incoming and new freshman about their previous research experiences. For our students who come from Minnesota, ELM resources, like Academic Search Premier, are familiar to them. This is a wonderful connection as they continue into college level research and also provides a bridge for using additional electronic academic resources.”

“As a Librarian I have shown many high school and college students and/or their parents how to use ELM to find information for a number of situations. Most seem to be for students researching a current topic for a report or speech. Time is usually a factor for students and online ELM has been greatly appreciated. Before Christmas I guided a number of adults looking for consumer information on an item they planned to purchase for a family member. Again, they want current information, now. [A man said his wife wanted a vacuum cleaner for Christmas, another was going to purchase their first digital camera, another was looking for a new TV.] Earlier in the year a person was seeking information on a new medical drug that was prescribed by her doctor. She wanted more information than her doctor provided. ELM came to the rescue because it was a new drug and was not in our prescription drug books. Our small town public Library does not have a budget

that would allow us to purchase the variety of books or magazines that our patrons seek. ELM has made it possible to provide information for all their needs. Also, since some patrons have internet at home it allows them to continue their research when the Library building is closed. College students find this helpful when they are home for the holidays. ELM has been essential in meeting the variety of information needs we are asked to help with at the Library. Where else can these people go? When I say ELM [their Library] is provided through their tax dollars, they seem pleased."

For these and more ELM Stories go to <http://elm4you.org>. ■

YouTube Videos Expressing Library Love

Carla Pfahl

YouTube is a wonderful site to find useful and engaging instructional videos, tutorials, library tours, and promotional information about news and events at the library. However, there are also great videos of people singing and having fun at the library. Just a simple search for "library" in the YouTube search field brings up almost one million results!

One video that was passed to me via Facebook was "Library Girl" by Reina del Cid at <http://www.youtube.com/watch?v=wPSV8CsshM>. The video has gotten almost 69,000 views so far. The video is about a "shelver" who works nights at a library and doesn't fit in with the regular crowd. While the video was filmed at Wilson Library at the University of Minnesota, del Cid is not affiliated with the University. The book she is referring to in the video, *Antonia* by George Sand, is available in the Minnesota Library Access Center (MLAC).

Some other music videos about libraries that you might find funny or interesting or perhaps you want to pass along via Facebook or highlight in your library are:

"Party in the Library" at <http://www.youtube.com/watch?v=o2oVTs5pI8Q>. This video has gotten over 675,000 views and is a parody of Miley Cyrus' "Party in the USA." It could be described as fitting in the category of "It's so bad, it's good." The group did a great job putting this together and you can tell they had fun doing it.

"The Dewey Decimal Rap" at <http://www.youtube.com/watch?v=NHiUQb5xg7A> and "Welcome to the Library" at <http://www.youtube.com/watch?v=oBekNLZK1zw>, by scooterstories. These are down-right silly. Scooterstories

seems to have a library theme to his videos. He is such a library fan, he even has a website, <http://www.storyYELLER.com>, and a Facebook page, Melvil Dewey at <http://www.facebook.com/pages/Melvil-Dewey/142518685805631?v=wall>.

There are some non music-related fun, library-related videos as well. "Portlandia" is a new short-based comedy series created by Fred Armisen (of Saturday Night Live) and Carrie Brownstein (of Sleater-Kinney, that's right, the rock 'n' roll band). In the episode "Hide and Seek," about an adult hide and seek league based in Portland, OR, they take their game to the Portland Community College Library: <http://www.youtube.com/watch?v=t3z50UyODpE>. While I've heard of scavenger hunts in libraries, I have never heard of a hide and seek game, especially on a league level, taking place in libraries. Perhaps this will catch on. ■

Romance Top Five of Five

Jennifer Brannen, Durham County Library, North Carolina (formerly of St. Paul Public Library)

Top Five Must-Know Classic Authors

Jane Austen
Georgette Heyer
Phyllis Whitney
Jude Devereaux
Nora Roberts

Top Five Up-and-Coming Authors

Gail Carringer
Elizabeth Hoyt
Sara Lindsey
Cathie Linz
Sherry Thomas

Top 5 Must-Know Books/Series

The *Troubleshooters* series by Suzanne Brockmann
The *Desperate Duchesses* series by Eloisa James
And *Then You Die . . .* by Iris Johansen (romantic suspense)
The *Dark-Hunter* series by Sherrilyn Kenyon
It Had to Be You by Susan Elizabeth Phillips

Top Five Trends

Georgian romances
Paranormal sub-genre bleed
Victorian romances with a possible side of steampunk
Humor
E-books for series romances



Five Personal Favorites

The *Bedwyn Family* series by Mary Balogh
Seducing *Mr. Darcy* by Gwen Cready
Welcome to Temptation by Jennifer Crusie

The *Raven Prince* by Elizabeth Hoyt
The *Bridgerton Family* series by Julia Quinn ■

Students LOVE Snooki, and Therefore, Library Research

Matt Lee



Librarian Amy Springer, of the College of St. Benedict and St. John's University, recently co-authored an article in *C&RL News* detailing an instruction curriculum she conceived, tested, and implemented that uses characters from the popular "Jersey Shore" reality show to illustrate effective library research. Find the article in the February 2011 issue at <http://crln.acrl.org/content/72/2/78.full.pdf+html>.

The use of popular culture references in class struck Springer as a solution to the problem of engaging undergraduate students in one-shot information literacy sessions. The article details her process of choosing the show as an illustration, describes how she incorporates characters and aspects of the show into instruction, and reports on an informal student survey of engagement and information retention. It also describes how this approach has already been adapted and used at the Bloomsburg University of Pennsylvania. ■

Minnesota Digital Library

Digital Delights

Alex L. Ames, Graduate Assistant, Minnesota Digital Library



Ah, love. What other human emotion is there that incites such a wide variety of other feelings? From ecstasy, joy, passion and contentment, to sorrow, anger, jealousy and bitterness, love certainly lends color to our lives. Love is turbulent. In fact, the only constant thing about is its centrality to our existence. Looking at old photographs, we instantly see so many things that have changed since when the photo was taken. Clothing and hair styles, architecture and décor, technology and geographic surroundings have all evolved over the years. But look into the faces of star-crossed lovers of yore, and things don't seem very different at all.

"For richer or poorer" never meant more in American society than in the Gilded Age of the late nineteenth and early twentieth centuries. The rich were *fabulously* rich, and the poor were *very* poor. But were the thoughts and feelings of rich and poor on their wedding days very different? Mary Frances Hill, daughter of Empire Builder James J. Hill (worth around \$2.5 billion in 2007 dollars), looked beautiful in her wedding gown in 1888:

http://reflections.mndigital.org/cdm4/item_viewer.php?CISOROOT=/mhs&CISOPTR=1308

Though the bride below lacked the fortune and social position of J.J. Hill's daughter, she enjoyed a wealth of well-wishes from family and friends on her wedding day:

http://reflections.mndigital.org/cdm4/item_viewer.php?CISOROOT=/gust&CISOPTR=345

This double wedding looks like the stuff of a Broadway musical:

http://reflections.mndigital.org/cdm4/item_viewer.php?CISOROOT=/scott&CISOPTR=120

Wedding customs have changed somewhat since the Victorian era. The Victorians were not renowned for their simple tastes, but I think even their wedding extravagances would pale in comparison to the expensive shindigs that are so common nowadays. What could be better than a small wedding held in a well-decorated parlor?

http://reflections.mndigital.org/cdm4/item_viewer.php?CISOROOT=/was&CISOPTR=477

Many ethnic customs and traditions are associated with marriage ceremonies:

(Austrian wedding)

http://reflections.mndigital.org/cdm4/item_viewer.php?CISOROOT=/irrc&CISOPTR=1629

(Swedish wedding)

http://reflections.mndigital.org/cdm4/item_viewer.php?CISOROOT=/swede&CISOPTR=47

(Duluth's first Jewish bride)

http://reflections.mndigital.org/cdm4/item_viewer.php?CISOROOT=/jhs&CISOPTR=413

Not all weddings are grandiose affairs, especially in times of war. Though their wedding took place in the middle of a trying era, this couple seemed to cherish their all-too-brief respite from the harsh realities of international conflict in 1943:

http://reflections.mndigital.org/cdm4/item_viewer.php?CISOROOT=/jhs&CISOPTR=166

Not all romances end happily, however much we romantics try to convince ourselves to the contrary. It is one of the most famous tragedies in Stearns County history: in 1886, a tornado hit Sauk Rapids, tearing the town to pieces and toppling the dreams of one young couple. Twelve people, including the minister and groom, died at a marriage ceremony, turning what should have been the happiest day of a young bride's life into an unfathomable nightmare:

http://reflections.mndigital.org/cdm4/item_viewer.php?CISOROOT=/stearns&CISOPTR=1032

Of course, some romances end for very different reasons. One Lady Macbeth and her hubby experienced some marital difficulties that are the stuff of English literary legend-- and are still rehashed in theaters around the world:

<http://reflections.mndigital.org/cdm4/document.php?CISOROOT=/mpls&CISOPTR=2698&CISOSHOW=2680>

Even if one's marriage is less challenged than that of the Macbeths, many couples experience irreconcilable differences. Imagine if a divorce required an act of the Minnesota State Legislature:

<http://reflections.mndigital.org/cdm4/document.php?CISOROOT=/sro&CISOPTR=863&CISOSHOW=848>

While romantic love is the focus of most Valentine's Day celebrations, it is of course not the only kind of love. The "passions" many of us carry through life for social causes, artistic endeavors and intellectual cultivation may number among the great loves of our lives. The love for and commitment to spiritual life and public service have driven the achievements of America's Catholic religious orders, which exercised tremendous influence over the development of this country's infrastructure of hospitals, schools, orphanages and social service organizations. Peek in on Sister Philomene O'Brien as she helps three youngsters say their goodnight prayers at the Catholic Boys' Home in 1960:

http://reflections.mndigital.org/cdm4/item_viewer.php?CISOROOT=/ssc&CISOPTR=87

Love of country may have motivated these young Carleton College students to sign up to serve in the Spanish-American War:

http://reflections.mndigital.org/cdm4/item_viewer.php?CISOROOT=/ccn&CISOPTR=162

What will Valentine's Day mean to you this year? Don't limit your thoughts to chocolate and roses; rather, spend the next few weeks reflecting over all the different kinds of love that bring meaning and joy to our lives. And as you do your own reflecting, take some time to explore Minnesota Reflections! ■

ELM Spotlight

ELM Portal: Upcoming Changes

Jennifer Hootman and Matt Lee

Big changes are coming to the ELM portal in early summer 2011. The site will continue to offer convenient access to the full suite of ELM databases and will still help library staff, students, and residents identify the most relevant of those databases for their task, but we're planning for big improvements.

The site will have a new look and feel that incorporates dynamic elements allowing researchers to quickly identify databases for specific needs. In addition to work on this redesign, Minitex ROI and IT staff are working on a couple of projects that will be incorporated into the site.

One of those projects will allow Minnesota libraries to create a personalized version of the ELM collection – selecting just those databases of most relevance to their users and branding that personalized collection with their library information.

The second project will provide a single point of entry to content from select ELM databases to support the teaching of MN curriculum standards. A teacher or educator will be able to locate the state benchmark they're building into their curriculum and click into article-level content to support that curriculum in their classroom.

Watch for more on these enhancements in the months to come.

Gale PowerSearch Enhancements

Edited from Gale Announcement

In March 2011, enhancements will be made to *Gale PowerSearch*, allowing for a faster, easier way to search millions of entries and multiple online resources with just one query, including:

- **Search Assist:** *InfoTrac* products will have a learning, intuitive autocomplete feature allowing users to find the exact subject, keyword or publication for which they're looking from a single search box, saving time and providing search functionality similar to what they experience with other Web products
- **Related Subjects:** Results lists will display, by default, all relevant, related subjects and articles to help users find the information they seek faster and more efficiently
- **Enhanced Publication and Subject Search:** Additional features and limiters will be added to our publication and subject search pages along with Search Assist
- **Language Customizability:** The user interface will now support three additional languages: Chinese, Japanese and Korean
- **New Titles:** Gale is committed to growing our periodical products at no cost to you. New content is added to our *InfoTrac* products daily. Last year alone, more than 1,500 new titles were added – including more than 1.6 million articles

Gale PowerSearch will continue to support existing features such as Read-Speaker audio technology, eBook cross-search, sharing tools, language translation and more.

Explore these new enhanced features at <http://www.gale.cengage.com/powersearch/enhanced/?grid=10INF007>

ELM Databases impacted by these enhancements are:

- *Educator's Reference Complete*
- *Expanded Academic ASAP*
- *General Science Collection*
- *Inform!*
- *InfoTrac Student Edition*
- *InfoTrac Junior Edition* ■

Digital Devices Making Their Way into the Classroom

Carla Pfahl

The Riverside School District in California made a decision to solely provide their content and learning materials via digital devices. They are the first school district in California to adopt former Governor Schwarzenegger's Free Digital Textbook Initiative which is intended to give students direct access to technology. In a video segment from [Education Week](#), "Digital Books in the Classroom" at <http://tinyurl.com/45d733h>, educators and students describe what it's like using digital devices in an educational environment and how the devices have been incorporated into classrooms. Students demonstrate how they use the devices to better understand and complete their assignments.

As the educators explain, there is very little training that takes place to use the devices or the technology - there isn't a large learning curve. The kids are native learners. The content is the same; it's just being delivered in a new way. When the textbook is in a digital format, it becomes an interactive application making students more engaged in the process. Students are accustomed to having interactive technology in some format most of the time. So why not bring that into education to keep their engagement levels high?

As Riverside School District continues this new initiative, other schools may want to begin discussions on ways to begin adding digital devices to curriculum. On the website [ReadWriteThink.org](#), there are many lesson plans that use technology in one format or another in the classroom including "e-Book Reading and Response: Innovative Ways to Engage with Texts," <http://www.readwritethink.org/classroom-resources/lesson-plans/book-reading-response-innovative-30670.html>, "Creating a Persuasive Podcast," <http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html>, and "Going Digital: Using e-Book Readers to Enhance the Reading Experience,"

<http://www.readwritethink.org/classroom-resources/lesson-plans/going-digital-using-book-30623.html>.

There are also books coming out that look at ways to build technology into the classroom: [Digital Classroom: How Technology is Changing the Way We Teach and Learn](#), at <http://www.amazon.com/Digital-Classroom-Technology-Changing-Teach/dp/188343307X>, and [The Digital Reader: Using E-Books in K-12 Education](#), at <http://tinyurl.com/4lwug67>.

Wendy Wolfe, a teacher from Totino-Grace High School, has been a leader in classroom technology. She also

has many great resources for teachers and school librarians. You can find some of her resources at <http://k12online07presenters.wikispaces.com/Wendy+Wolfe>. More teachers continue to find new ways of incorporating digital applications in the classroom and, while schools are becoming better equipped with computers to assist students on creating those assignments, the next wave or movement in the technology field may be to increase the number and variety of digital devices students have access to. ■

Top 10 Apps for Education

Jennifer Hootman

While recently browsing through [eSchool News](#), I stumbled upon an article that may prove useful for those incorporating or at least considering adding iPhones, iPads, and/or iPod touches to the curriculum.

Assistant Editor, Jenna Zwang, helps educators wade through the thousands and thousands of apps available by creating a list of the ten best apps for education.

From <http://www.eschoolnews.com/2011/01/07/10-of-the-best-apps-for-education/> :

- Name:** Word Lens
Best for: Language Classes
Cost: Free
Features: Instantly translates signage from one language to another through the camera application
- Name:** Molecules
Best for: Science Classes
Cost: Free
Features: Allows users to view and manipulate three-dimensional models of different molecules
- Name:** Blackboard Mobile Learn
Best for: Students and teachers whose campuses already use Blackboard
Cost: Free
Features: Course listings, organizations users are involved in as well as access to any readings
- Name:** Today in History
Best for: History Classes
Cost: Free
Features: Lists notable events in history as well as important figures who were born or died on a specific date
- Name:** Math Ref Free
Best for: Math Classes
Cost: Free

Features: A free version of Math Ref, this app offers 600 out of over 1,300 formulas, figures, tips, and examples

6. **Name:** PI83 Graphing Calculator
Best for: Math Classes
Cost: \$0.99
Features: With over 100 math functions, the graphing calculator is a clone of the TI-83 without the \$70 price tag
7. **Name:** Star Walk
Best for: Astronomy Classes
Cost: \$2.99
Features: An astral telescope, Star Walk adapts its view to wherever the user holds it up to, highlighting constellations and planets
8. **Name:** Cram
Best for: Anyone in need of test prep
Cost: \$3.99
Features: Both teachers and students can create flashcards and tests and import and share them with others
9. **Name:** Essay Grader
Best for: Teachers pressed for time
Cost: \$5.99
Features: Essay grader comes with a bank of pre-written comments and helps teachers cut down on grading time without writing the same comments over and over again by hand
10. **Name:** eClicker
Best for: Teachers looking for classroom feedback
Cost: \$9.99
Features: Providing instant results, eClicker charts the class responses, showing which areas are understood and which need more work

Check out the comments section to learn about more educational apps used by readers and add your own favorites! ■

Geek the Library Campaign: Was it Successful?

Beth Staats

As a follow-up to an article in the November 2010 issue of [Reference Notes](#), “ALA’s Geek the Library Campaign,” I thought it necessary to take a look at OCLC’s recent report “Geek the Library: A Community Awareness Campaign.” For those of you who aren’t familiar with the Geek the Library campaign, it is a community-based

public awareness campaign aimed at spreading the word of the importance of libraries as well as their lack of public support and funding. The idea was to get people excited about whatever they “geek,” like, love, or are passionate about. From boats to monsters to cooking, you can “geek” anything and the library is the one place to go to get information on it.

The goal of the campaign was tri-fold, to raise awareness, change attitudes and perceptions, and drive behavior. The campaign began with pilots in two communities of the U.S., central Iowa and southern Georgia. According to the report, “both core markets achieved unusually strong campaign awareness in a five-month window, with 49 percent of residents in southern Georgia and 64 percent of residents in central Iowa becoming familiar with the campaign.” This, in part, was due to heavy advertising early on in the campaign. Online ads and billboards played a large role in advertising.

Research shows that the campaign was well-received in both locations and that people genuinely perceived it well. In southern Georgia, 64% of respondents liked the campaign and, in central Iowa, 55% claimed they had a positive perception to it. Results showed that just less than 20% of people asked did not like the campaign. Some claimed that they did not like the word “geek,” especially its use as a verb, while others just didn’t understand it at all.

In southern Georgia, according to a survey, the campaign had impact on several perceptions and attitudes of the library. The survey showed that these library perceptions and attitudes improved over the course of five months. The percentage of people who agreed with the statement that “the public library is well worth the money that the community invests in it” went from 63% up to 72%. Likewise, more people agreed with the idea that “public library serves a serious purpose.” Even though the awareness of the Geek the Library campaign was much greater in central Iowa than in southern Georgia, the impact of the campaign on perceptions and attitudes in Iowa was minimal. Due to this, a second post-tracking study was done. From this study it was clear that according to those surveyed, “the library allows you to pursue your passions and interests.”

The most important aspect of the campaign’s success was whether or not it would drive or impact behavior. The results show that in response to the campaign, over two-thirds of people surveyed either took action or intend to take future action. These actions could range from things like visiting their local library, talking to friends about the library and campaign, or donating money or time to the library. Issues relating to library funding were a bit more stagnant in central Iowa than

in southern Georgia, which shows that a greater time commitment may be needed in that area for significant results.

For the complete report, visit http://www.oclc.org/reports/pdfs/geekthelibrary_all.pdf. ■

Tonka Pride

Jennifer Hootman

Minnetonka Public Schools has much to be proud of since passing their Technology Referendum in 2002. Over the subsequent eight years, they were able to realize their vision for the classroom of the future which included equipping all e-12 core classrooms with a SMART board, Sound Field Solution (voice distribution system), and mounted projector. In 2007, Minnetonka Public Schools was one of three school districts in the United States to be chosen by the National School Boards Association to provide a technology tour for educators. The following year, Minnetonka was honored as a National School Boards Association Technology Salute District.

On February 17th, Minnetonka Public Schools held their annual Technology Site Visit. It was a terrific opportunity to see first-hand Minnetonka's technology use in the classroom, technology pilot studies (e.g., iPads and iPods in the classroom, Schoology as a potential Blackboard replacement), student and teacher demonstrations, and breakout session presentations and discussions. Also, of great interest was a peek into their district-wide technology planning, implementation, and staff development.

Furthermore, Minnetonka has implemented a number of measures to increase access for students, parents, and the community. For instance, the high school is outfitted with guest wireless access allowing students, teachers, and visitors to access school content on their personal devices throughout the day. Additionally, Minnetonka has partnered with Verizon to provide netbooks and broadband access to families. A single-sign on portal (MyMinnetonka) was established to allow students, staff, and parents to access the district's eLearning System, Student Information System and online applications with one login and password. Since June 2009, the Minnetonka School Board began streaming their school board meetings and posting the recording within 24 hours providing on-demand access to their meetings for the community.

Their technology goals for the future include continuing

to seek out any new hardware that should be adopted (1:1 access), continued staff development, and investigating online collaboration tools such as Microsoft's Live@edu and Office 365.

For more information on Minnetonka Public School's technology initiatives, review the following:

- Technology in Minnetonka
<http://www.minnetonka.k12.mn.us/administration/technology/Pages/default.aspx>
- Fast Facts
<http://www.minnetonka.k12.mn.us/newsroom/Publications/Fast%20Facts.pdf>
- Technology Plan
http://www.minnetonka.k12.mn.us/administration/technology/Documents/Tech_Plan.pdf
- Videos and Articles
<http://www.minnetonka.k12.mn.us/administration/technology/videos/Pages/default.aspx> ■

AskMN FY10 Report

Carla Pfahl

The AskMN FY10 (July 1, 2009 – June 30, 2010) Report will be available on the Minitex website, <http://minitex.umn.edu/>, soon. In the report are statistics highlighting the growth in the service with a fiscal year to fiscal year comparison. There was a 57% increase in the number of questions from Minnesota residents in FY10 over FY08/09, and patron satisfaction grew from 73% in FY09 to 76% in FY10.

Lake Agassiz Regional Library joined AskMN in FY10 and began providing 24/7 online reference service to their seven county members in the northwest section of Minnesota. In FY08/09 (April 2008 – June 2009), AskMN received 9 questions from users with verified zip codes in three of the seven counties. In contrast, AskMN received 63 requests from six of the seven counties in FY10. In all, AskMN was used by residents in 82 counties in FY10, up from 66 counties in FY08/09. (Minnesota has 87 counties).

While the service saw a large increase in usage from Minnesota residents, Minnesota librarians answered more questions from Minnesota residents in FY10 than in the previous FY09, up from 889 (19% of 4,729) in FY09 to 4,252 (32% of 13,220) in FY10.

For more information about AskMN accomplishments

WebJunction MN Course: Microsoft Office

Do you have questions about Microsoft Office 2003, 2007, or 2010? WebJunction Minnesota can help you out through courses about all three Office vintages at <http://tinyurl.com/4n6j3e3>. ■

WebJunction MN Course: Improving Your Communication Skills: Presentation Skills for Librarians

Most communication within libraries is of the one-on-one variety. With the exception of the library director and the librarian or staff members that teach public classes, many of us have been able to avoid speaking to groups. But that is becoming less and less common and many of us find we are ready to take the “presentation plunge.” If that is you, or even if you would just like some solid, useful presentation and communication tips, “Improving Your Communication Skills: Presentation Skills for Librarians” is here to help at <http://tinyurl.com/48u7e6b>.

This course is designed to provide you with the basics and covers areas like organization and presentation of information, as well as how to present yourself to increase the audience’s receptiveness to your messages. You’ll finish being able to:

- o List at least three ways to identify each of the three learning/communication styles
- o Identify three ways you can improve your next informal presentation
- o Identify three ways you can improve your next conference presentation

For more information and to enroll, go to <http://tinyurl.com/48u7e6b>.

NOTE: After you enroll, you will receive an additional email with special LE@D login information within 3 business days. If you do not receive the message, please email courses@webjunction.org. ■

Be Spotlited On Webjunction Mn!

Do You Want To Say Hello To The Other Members Of Webjunction Minnesota? We’re Looking For Wjmn Members Who’d Like To Introduce Themselves To Their Colleagues Through The Spotlight On Wjmn Library Staff Feature On The Webjunction Minnesota Website [Http://Mn.Webjunction.Org/Spotlight](http://Mn.Webjunction.Org/Spotlight).

If You’re Interested, Answer The Questions At [Http://Tinyurl.Com/Dfdhf8](http://Tinyurl.Com/Dfdhf8) (And Provide A Photo, If Possible). Questions? Contact Us At Mnwebjunction@Gmail.Com. ■

Black History Month: Collection Development

Jennifer Hootman



February is the month that we celebrate Black History. Library Journal's November issue featured a terrific list of 72 titles in "The African American Experience" by Margaret Heilbrun. Within this list, Heilbrun includes sections such as Arts, Biography, Business, Cooking, Fiction, Graphic Novels, History, Law, Literature, Performing Arts, Poetry, Political Science, Self-Help, and Social Sciences. Tucked in between the pages of Heilbrun's article are additional lists for Black History Month by Random House, Inc. and HarperCollins Publishers.

Don't forget to add e-resources to your collection supporting Black History Month. ELM's Encyclopedia Britannica has a terrific Spotlight linked off the homepage to an "Encyclopedia Britannica's Guide to Black History." It has a timeline, biographies, primary source documents, multimedia, learning activities, and more. Also, the Library of Congress has a nice set of e-resources available at <http://www.africanamericanhistorymonth.gov/index.html>. These include primary sources, images, audio/video files, and classroom materials for teachers.

The [LJ](#) article and some new e-resources may be helpful in reviewing and refreshing your collection encouraging your students and patrons to celebrate the African American experience all year long. ■

Reference Notes

Minitex

University of Minnesota, 15 Andersen Library
222 21st Avenue South, Minneapolis, MN 55455-0439

Reference Phone	612-624-4150, WATS 800-462-5348
Reference Fax	612-624-4508
Hootman, Jennifer	612-624-2924, hootm001@umn.edu
Lee, Matt	612-626-9843, leems001@umn.edu
Parker, Mary	612-624-1024, m-park1@umn.edu
Pfahl, Carla	612-626-6845, pfahl001@umn.edu
Staats, Beth	612-624-7873, fried004@umn.edu
Main Website	www.minitex.umn.edu
Reference Email	mtxref@umn.edu
Office Hours	Monday—Friday, 8:00 am—4:30 pm
Reference Intake Form	https://www.minitex.umn.edu/reference/request/

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

Permission to reprint with appropriate acknowledgement is granted. This publication is available in alternate formats upon request. Please contact Elly Gustafson-Held: 612-624-1081, 800-462-5348 or ellygh@umn.edu.

For address and name changes, please send a message to mtxref@umn.edu.

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