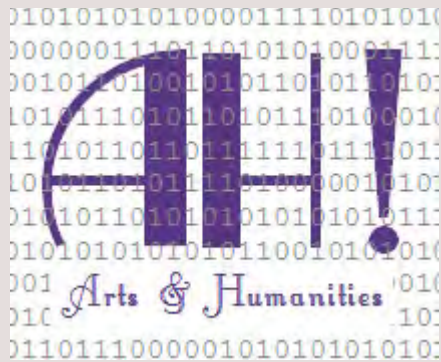


Summer 2018

SIG AH Digital Newsletter

Association for Information Science & Technology: Arts & Humanities Special Interest Group



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Notes from the SIG AH Chair

2018 Virtual Symposium

The 2018 Virtual Symposium on Information & Technology in the Arts and Humanities on April 10 was an amazing success. This year's theme was "Users of Arts and Humanities Digital Collections." We heard from a diverse range of speakers from different institutions and projects on the importance and methodology of serving and studying users of digital collections. We were impressed by the number of online attendees and the engagement with the virtual audience during Question and Answer periods.

For more info on the event, check out the SIG AH homepage at <http://www.asis.org/SIG/SIGAH/2018/02/12/2018-virtual-symposium/>. Stay tuned for information about recordings from the event.

Student Research Award

SIG AH is proud to announce the winner of the 2018 Student Research Award, Devon Murphy. Devon is a MA and MSIS candidate in Art History and Information Science at the University of North Carolina in Chapel Hill. Her essay, "The Information Worlds of Art Museum Curators and Registrars: an Institutional Ethnography of Practice in North Carolina Institutions," was the most outstanding entry among a competitive field of high-quality scholarship.

Congratulations to Devon and a warm thanks to all of our contest participants!

Recent Trends in LIS Research and Practice: Technostress and After-School Programming

by Julie Carmen

Technostress

When researching family-friendly spaces this year I came across something I hadn't seen before; "technostress." The term "technostress" is the overwhelming feeling of unfamiliarity of technology that can prevent some students from furthering their academic goals. These students are often older students returning to college or adult learners applying to college for new careers. The article that brought this to my attention was *Proactive Outreach to Adult Students: A Department and Library Collaborative Effort* (2012) by Rachel E. Cannady, Stephanie B. King, and Jack G. Blendinger. They highlighted that some adults who experience technostress may feel embarrassed to seek assistance or even be able to identify the barriers of their technology experience.

In addition, other sources identify technostress as the misuse or overuse of technology, which can lead to lack of sleep, depression, and other health ailments. In these resources they also identify the maladaptive use of technology, which may be the same as the overwhelming feeling of unfamiliarity of technology. Can Information Literacy bridge the digital divide and support these adult learners? An assessment of any community should be run in order to identify which basic technology skills are needed to achieve academic success. This new data can guide the creation of possible classes or workshops, in order to deliver the most impact to adult learners and can be interwoven in Information Literacy workshops or classes.

Basic technology skills can include maintenance of browsers, scanning and creating PDF documents, attaching documents to email, or uploading them to external hard drives. Using software programs such as Paint to create clearer images for their documents, using spreadsheets for class research, and understanding how their electronic devices can be used for research may also be discovered needs. One patron shared with me her frustration in not being able to read PDFs on her older Kindle. I could tell she was uncomfortable sharing this with me, but when I reassured her that we're all learning new technology all the time, and that hardware and software are not always easy to understand, she eventually brought in her Kindle. I wasn't sure if I could help, but I was able to show her how to set her Kindle to access Wi-Fi in the library, and when we did that, it appeared that the PDFs were then accessible via her email, which she had not been able to access before.

These simple, basic, technology skills, which have not been learned or mastered, demonstrate a possible barrier to some students' confidence in returning to college. As our younger generations are integrated into computers and digital devices, they make everything seem so easy. There are some of our adult-learners who may think they should know more than those younger students and may not know what to ask, or who to ask. These adult-learners should not be left behind in academic achievement because of technology skills that they haven't had the need to depend on in the past. Interweaving basic technology skills, such as creating

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documents, Wi-Fi technology within digital devices, and browser maintenance within our Information Literacy teaching, may be a solution. In addition, academic and special libraries can determine if their community would benefit from a designed walk-in class to offer free help for those who just need some added training before taking on full credit-bearing classes. These walk-in offerings would also be opportunities to share how to find and use the libraries' resources.

After-School Programming:

Through further research in grants this past year and attending the ALA Midwinter Meeting, I learned of the demand for more after-school programs, Maker-Spacers, and Walk-in Technology classes for community members. Funders are paying large awards to institutions or non-profits who will offer educational after-school programs and adult educational programs. What a perfect storm for academic libraries to offer walk-in classes for basic technology skills.

As STEM has become a large focus in many schools and communities, I learned about [StarNet for Libraries](#), a resource to have science designed handouts and support to teach STEM in your library. I also learned about the [America After 3PM program](#) which is another resource for finding funding for after-school programming.

From my perspective, between developing classes for adult learners to gain confidence in technology to help them in their research, to creating after-school programs for school age children, Information Literacy is a fine way to approach both.



Maker Club at Tam Makers (Photo by Fabrice Florin)
Source: <https://www.flickr.com/photos/fabola/35661339534>

**Everyday Documentation of Arts and Humanities Collections(SIG AH Panel) ASIS&T
Annual Meeting, Vancouver, Canada, Nov. 10-14, 2018**
by Ann Graf and Tim Gorchanaz

Abstract:

Formal institutions can only collect, document and provide access to a limited number and type of materials in limited ways. Thus, institutions miss out on collections or aspects of description that may be culturally important (to underserved groups, to small subcultures, to countercultural groups, etc.), which introduces myriad ethical issues. This panel will focus on “everyday documentation” of arts and humanities-based collections done by those outside libraries, archives, and museums, and how such documentation practices can and should inform institutional practice and technological developments. The panel consists of a diverse group of academic researchers and practitioners working with a variety of arts and humanities collections.

Panelists:

Ann Graf, Simmons University
Tim Gorichanaz, Drexel University
Crystal Fulton, University College Dublin
Amy Jackson, University of New Mexico
Kathryn La Barre, University of Illinois at Urbana-Champaign
John Walsh, Indiana University
Carol Tilley, University of Illinois at Urbana-Champaign
Shannon Lucky, University of Saskatchewan Library