News from IT&S

Cherry Li-Bugg
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Anthony Crawford
Computer & Network Services Supervisor

Jody Mills
Computer & Network Services Specialist

Elaine Ortiz
Computer & Network Services Specialist

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Computer & Network Services Specialist

Camme Benzler
Administrative Assistant

Ed Bolds
Library Dept. Chair

April Corioso
Librarian

Linda Simpson
Librarian

Lorie Butler
Sr. Library Assistant

Sherry Weikum
Library Assistant I

Ken Stanton
Media Specialist II

Vincent Perry
Media Specialist II (hourly)

Spring Operating Hours:

IT

Monday thru Friday

8am – 12pm;

1pm – 5pm

Saturday Hours for the Library and Media Services

We are happy to announce that both the Library and Media Services will be open on Saturdays from 10am to 2pm for the Spring semester. Our first Saturday of service will be January 20. Please help us inform the students as well.

Faculty/staff desktop computer replacement

The College President has released a substantial amount of funding for the College to start replacing a significant portion of its aging desktop computers. With this funding, all desktop computers older than five years will be replaced with new or newer desktops. Because the number of computers being purchased is large, the purchase requires Board approval, which means that we won't see any new computers on campus till February 2007. Those faculty/staff scheduled to move into the new Library, Math and Science buildings will need to wait a bit longer (April/May time frame) to get their computers replaced—the building funds will be utilized to purchase new computers for these faculty/staff.

Technology Plan and TAG

TAG (Technology Advisory Group) will be focused on getting a draft of the updated technology plan out this spring semester. If you have anything you would like to share with regard to the updating of the technology plan, please let me know or inform one of your TAG representatives.

Faculty reps:	Mark Lewis, Michael Norris, Michael Yeong
Classified reps:	Kathy Cullar, Jim Koltoff, Barbara Restani
Student reps:	Butch Williamson
Management reps:	Cherry Li-Bugg, Eileen Valenzeula

Off-campus Access to Library Resources

Did you know that you can

Check them out!

http://edu.blogs.com/

http://youtube.com/

http://flickr.com/

http://del.icio.us/

http://www.blogger.com/start

http://www.bloglines.com/

http://www.wikipedia.org/

- read newspapers
- consult reference materials
- print out magazine articles
- receive virtual reference service from a librarian
- put a hold on a library book
- and much, much more

At the LMC Library website: http://www.losmedanos.edu/LMC_library/default.htm

Simply by using your last name and 7-digit employee or student ID number…

Anywhere any time!

Information Technology Services

The IT department will be conducting a number of important projects this coming semester—

- upgrading the core of the campus network
- implementing a professional-grade wireless network, both for the new buildings and for the College Complex building
- replace 100 desktop computers

and last, but by no means the least,

- acquire, configure, and install both network and desktop computer equipment for the new Library and Math buildings

My hat's off to them!

Library Reserve

We have put majority of the reserve articles in storage except for those in the Nursing, Biology and Astronomy areas, the reason being lack of shelf space and the fact that the articles are not being used. If you need to resurrect some of the articles for Reserve purposes, please get in touch with Sherry Weikum in the Library.

Web 2.0

Web 2.0 was coined in 2004 and refers to a second generation of Internet-based services—such as social networking sites, wikis, communication tools, and folksonomies—that emphasize online collaboration and sharing among users. **What does Web 2.0 mean for education and learning?**

I quote from the Edublogger: "Brown (1997) suggests that for effective instruction of people who think differently than we do we must be able to step outside of our personal experiences and into the world of the learner. We must be able to engage the learner to make a commitment to learn. To do this with digital minds we do not necessarily have to involve devices (though it helps). What we do have to do is to accept some of their life experiences." Also from the Edublogger is a list of ideas adapted from the work of Brown (1997) and Driscoll (2002):

1 Focus on Outcomes Rather Than Techniques

Provide students with opportunities to put information to work. Allow them to do something and not just to know something. Reality based learning, learning in context, situated cognition, and problem-based learning are strategies that should resonate with digital minds.

2 Provide Options for Learning

Universal Designs for Learning (O'Neill, 2001) suggests that students will excel with options in learning. Multiple options to express learning, multiple representations of content, and multiple ways to engage learners will help digital minds in the classroom.

3 Respect Parallel Thinking and Multitasking

People who grew up with the WWW, mobile phones, MTV and video games are used to dealing with many streams of information coming in at one time. And while we, as teachers and digital immigrants, may see it as disruptive, they really can do more than one thing at a time in class.

4 Highlight Key Points

New learners are surfers and scanners. While we had limited sources for writing papers they essentially have every library in the world available to them. They make decisions quickly based on side heads and highlighting. We must provide them with cues they recognize and help them to slow down and process when needed.

5 Involve Learners in Setting Learning Goals

Provide them a role in establishing learning goals, building the learning community, setting up the rules for the class and in writing the rubrics that will be used to judge their performance.

6 Provide Active Learning Environments

Allow learners to use what ever tools they may need in an assignment. Allow them to play to their strengths, be it media production or artistic expression in assignments and activities in appropriate ways.

7 Allow Learning to be Social

We have long recognized the importance of working in groups. It builds social skills and provides students with the ability to work in the type of environment they will be working in as adults. Working in groups means that people will need to talk, discuss and interact, activities that are typically discouraged in most classrooms.

8 Provide Opportunities for Reflection

Lest we think we must only allow people to do things that are fast moving and lack depth of processing, we must provide digital minds not only with the time to reflect, but the requirement to reflect. A digital mind does not mean a better mind necessarily. We should provide opportunities for both experiential and reflective cognition.