Our library continues to embrace the digital age and becomes more relevant than ever. The staff have been instrumental in reengineering the library to harness technological platforms and recast its services, its collections, and its space. Our librarians are no longer gatekeepers. They have regained their roles as teachers, facilitators, and coaches. Below are a few accomplishments, in addition to the articles in this issue, highlighting our library's presence in the digital age:

The Library's instruction sessions by an exceptional team of library educators have increased many fold with a total of 91 instruction sessions in the fall semester. These sessions, along with one-on-one consultations, are strengthening the information literacy of our students to ensure a better use of the library's rich content and varied resources.

In this context, our very able librarians (Abby Mancini, Jonah Santiago and Philip Siblo-Landsman) have collaborated over the past two semesters to design a new module to enhance Information Literacy and Critical Thinking (please read the article in this issue). We will be soft launching this module during the spring semester and the summer residency to get feedback on user interactions. With the hope to launch this module at full scale by Fall 2018.

DigitalCommons@Lesley has expanded from 550 works to more than a thousand since it launched in May 2017. It includes a greater range of materials, almost doubling in size, but clearly expanding its effectiveness. For example, in addition to adding the Special Collections and Archives, we moved the Journal of Pedagogy, Pluralism and Practice to the platform to increase its accessibility around the nation and the world. Since Digital Commons has the capability to manage the organization of conferences, our Digital Scholarship Librarian, Philip Siblo-Landsman worked tirelessly and collegially with colleagues in charge of Lesley University Community of Scholars Day and the Violence Against Women: Representations, Interpretations, Explorations/Education conference. Philip created an entire section on the Digital Commons called Symposia and Conferences.

We created a direct link on our library's website, called LU Scholarship located at the top-right of the library's website. This link helps improve access and showcases our university's scholarly achievements.

Our social media team use the library's resources (collections, photos, events...) to tell new stories about the library and to instill our presence in the digital space. Please follow us on Twitter, Instagram and Facebook.

Our library's space has become a destination for our students, faculty and community to gather and engage in inquiry, reflection, and experience. Please look at the list of events held in our libraries. In addition, the 3D printer has become popular with the university community and is used regularly and a topic of inquiries and discussion.

Finally, we have added a new talent to our team, Tyahra Angus. Tyahra is the new Executive Assistant to the Dean of Libraries. She has been busy coordinating events, designing posters, collaborating with staff, and working hard on the layout and editing of this issue of our newsletter. Tyahra will continue to be the layout manager and Managing Editor of our Newsletter.

Tyahra is a recent graduate from Smith College with a B.A. in English Literature. In addition to working in the library, she is an avid reader and active photographer who can be found behind the camera taking photos of artists at Boston Art Events. Please join me in welcoming Tyahra to our community!

This issue of the newsletter reflects the dedication of the Library and our commitment to what we do. Please call on us.

- Dean BenAicha
Lesley University Libraries are excited to introduce another tool in the strides towards better information literacy skills.

Using the Credo Courseware platform, Research & Instruction Librarians Abby Mancini, Philip Siblo-Landsman, and Jonah Lee Santiago have created a six-module course that will replace SearchPath, summarily addressing significant topics within information literacy. These topics span from the practical (organizing sources and creating citations) to the theoretical (the importance of information literacy and academic integrity).

Though it can always stand alone, these modules will ideally supplement library teaching and learning. While the basics will be covered in the InfoLit course, class time will then be reserved for subject-specific and librarian-lead teaching, allowing librarians to spend more time addressing the specific needs of each class. Additionally, the InfoLit course will allow students of varying skill-levels to have the same foundation, which will then encourage more engagement and thus more productivity for each teaching session. Go to the Faculty Lib Guide and see how we aspire to aid the implementation of these information literacy skills.
Information Literacy at the Info Desk

by Micki Harrington, Art Librarian, & Zack Wray, Library Assistant

In addition to teaching classes and having one-on-one research consultations, the library also helps students improve their information literacy on an impromptu basis at the info desk. We teach students to master the practices and develop the skills of information literate researchers, which includes helping them determine when to search on their own, when to ask for help, and when to request a research consultation. When students stop by the info desk looking for information they are often using convergent thinking, focusing on tracking down materials or pieces of information, but we use that opportunity to encourage divergent thinking as well. We encourage students to browse through the stacks to seek inspiration, and to give themselves enough time for brainstorming. In the classroom we teach students that search engines are so good at giving you what you’re looking for that it’s hard to discover things you didn’t know existed. When we teach students to browse the library we focus on details like using the call number system, but we also encourage them to think about information systems in general, to start noticing how information is organized.

When students come to the library they are often nervous and afraid to ask questions, so we work to create a welcoming environment that isn’t intimidating. Most of the questions we get don’t actually hit at the heart of what they need, so we do a “reference interview” where we listen to what they are looking for and ask them questions to get at the heart of what they really need. Then, when we get to the helping part, we not only provide answers, we also teach them the tools and skills they need to be successful in the future. Here are some examples of questions people came in with, and what they learned:

<table>
<thead>
<tr>
<th>Student was looking for...</th>
<th>We taught them...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The call number for a specific book</td>
<td>How to use the catalog to search, limit their results to a format or library, and place holds on materials at other schools.</td>
</tr>
<tr>
<td>Books about a topic</td>
<td>How to determine what kind of information they need: books, journal articles, websites, news, etc.</td>
</tr>
<tr>
<td>Help choosing a topic</td>
<td>How to use the catalog to find areas of the stacks to browse for inspiration, how find databases that are good starting places.</td>
</tr>
<tr>
<td>Examples of a style of artwork</td>
<td>How to use the catalog to narrow to a section of books and then browse to find examples of the line work, shading, etc. that they are looking for.</td>
</tr>
<tr>
<td>How to cite</td>
<td>How to find citation guides, and how to think of it as a scholarly conversation (to answer the question: why do I have to do this?!)</td>
</tr>
<tr>
<td>Journal articles we didn’t have access to</td>
<td>How to make sure the Lesley Library doesn’t have access before requesting an interlibrary loan. We tell students that we will try to get our hands on any information they are looking for, but we also tell them that they are lucky to have this kind of access, because a lot of people around the world aren’t part of the “information elite”.</td>
</tr>
</tbody>
</table>

Please encourage your students, however nervous they are, to ask us anything. If it’s not a library question, we’ll help them figure out who can answer it. If they don’t know what to ask, we’ll help them figure it out. If they need skills in addition to tools, we’ll intervene and help them learn. We’re the Lesley Library: Where All Your Questions Are Answered.
Advice From A Student Who Has “Been There”

by Rachel Fernandez, Junior Psychology major 2019 and President of Commuter Club

You know when you have an assignment or a paper coming up and you just have no idea where to even start? Yes, I’ve been there too, probably too many times to count. That was before I learned what resources Sherrill Library has. We’ve all taken those classes at Sherrill for one of our research or writing classes freshman year on how to use the library databases. Though extremely helpful, when it comes to writing a paper in the future, you probably already forgot what you learned especially if you’re like me and you had an 8 a.m. The knowledge you gained was gone by the end of that day. At the library, not only can you set up a consultation with a research librarian but you can also just go to the library website itself. A lot of people don’t know this, but the website has this really helpful section called the Self-Service Portal, here you can narrow down your topic if it’s too broad or find an actual topic if you have no idea where to start! It’s a great tool when you’ve procrastinated too long and you don’t have time to go meet with a librarian or its 1a.m. and you’re now gathering your life together.

There’s also a cool website called Credo where you can use their mind mapping tool to not only help you narrow down your topic but also be able to find some sources. I’m a Junior Psychology student here and sometimes I have no idea where to look for these “peer reviewed” articles that all these professor rave about. (Dear Wikipedia, I miss you) But the library has access to really great databases where you can find great peer reviewed articles based on for example in my case, Psychology. It’s even better when you know what you want to research because then you can do a more advanced search and find that perfect article. So now you can write that without having to cry about it and then self-sabotage by watching Netflix. I’d highly recommend stopping by and getting help from the librarians, they love being there for students and will help you more than you’d think you need.

Plus, we have a dog and come on, who doesn’t love a friendly dog? Don’t be a stranger!
Lesley Student Scholarship in 2018

by Philip M. Sibo-Landsman, Digital Scholarship Librarian

We do! This spring semester, students are encouraged to submit their terminal projects to the university's institutional repository (IR), DigitalCommons@Lesley.

This includes CLAS Senior Theses, Expressive Therapies Capstone Theses, Education Studies Dissertations, etc. Each author who submits their work to the IR gets a personalized dashboard that gives them the ability to see who is downloading their work from around the world. In addition, every work is given a unique URL that will be accessible through Google Scholar and the library’s search engine, @LL SEARCH. This will make it so students who submit their work to the IR this year will be able to refer back to their senior theses many years into the future.

DigitalCommons@Lesley Update

Some of you may already be familiar with DigitalCommons@Lesley because you submitted your Community of Scholars (COS) Day proposal using it. This year you will be able to use it to view the COS Day schedule online using your cellphone. This will make it easier to view the program from any electronic device. This is one more way that the library is working to make information more accessible. DigitalCommons@Lesley is not only a place for conferences, thesis, and dissertations. It is also a place for publishing: Lesley’s longstanding, refereed journal, the Journal of Pedagogy, Pluralism, and Practice, published their special issue, Art as Voice: Creating Access for Emergent Bilingual Learners. Another longstanding publication, Commonthought, Lesley’s undergraduate literary magazine, uploaded their 2017 issue to Digital-Commons@Lesley—the archives of Common-thought have been digitized and uploaded to DigitalCommons@Lesley.

To learn more about what has happened in DigitalCommons@Lesley since the last newsletter, refer to the December 2017 Quarterly Report, or get a brief overview with the December 2017 Infographic.
Welcome Back
Threshold Students!

by Abby Mancini, Research and Instruction Librarian; Instruction Coordination

Here at Lesley University, we delight in designing classes for all programs and disciplines. While we know it is hard to carve out time in your syllabus, let me assure you it is well worth it. On March 1st, we welcomed a group of Threshold students for a class in the library designed to impart information literacy basics, critique of online information (as we call it - Detective Work!), and how to use the library both as a student, as an alumni, and as a professional. Students were glad to learn how to fully utilize the library to research topics of interest, both personal, academic and career-oriented, as well as learn how to access other parts of our collection such as the Teaching Resources Center. (Dinosaur bones, puppets and puzzles, anyone?) The library is not all books and articles, after all! We welcome the chance to serve a wider audience. Adult Learners, next?

Teaching Resources Center located in Sherrill Library

More Information about the Program Structure:
“About 24 students enter our two-year, full-time academic program each fall. They live in the heart of campus in Cambridge, Massachusetts for the entire program. Courses and internships in the academic program prepare students for a variety of careers. After graduation, students are encouraged to enroll in one of our post-graduate options.”

- Threshold Program

For information for scheduling an individualized class, please contact Abby Mancini, Research and Instruction Librarian; Instruction Coordinator amancini@lesley.edu; 617-849-8894
You Can Also Fill Out a Teaching Request Form: http://lesley.libsurveys.com/library-teach
Sherrill Library is celebrating the 146th birthday of Lesley’s founder, Edith Lesley Wolfard with an archival exhibit and free commemorative buttons. The exhibit, CELEBRATE EDITH: THE LIFE AND LEGACY OF LESLEY UNIVERSITY’S FOUNDER, features photographs, letters, publications, and stories from the Lesley University Archives. The exhibit is available for viewing in the Sherrill Library entrance and atrium until March 31, 2018.

Edith Lesley was born on January 27, 1872 in Panama. Her family moved to Bangor, Maine in 1874 where her father, Alonzo, worked as a shoemaker and her mother, Rebecca, ran a boarding house.

Edith enrolled at the Anne L. Page Kindergarten School in Boston in 1890 and soon after began a 14-year career as a kindergarten teacher in the Cambridge Public Schools.

In 1909 Edith founded The Lesley Normal School to train young women to become kindergarten teachers. The school began with nine students and charged $100 in tuition. Edith and her sister, Olive, taught most of the classes, hiring faculty from Harvard University to teach specialized courses. After the first semester, the school’s enrollment grew rapidly, graduating over 250 students per year by 1925. The school added training for the primary grades, a playground course, and a Household Arts department. Edith, along with her husband, Merl Ruskin Wolfard, sought to grow the physical map of the school, purchasing properties and creating a campus with a quadrangle. The Lesley School gained a reputation for solid teacher preparation focused on extensive experience. Graduates easily found employment throughout America. In 1938 Edith received an honorary degree from Suffolk University. After suffering chronic illness for a number of years she died in 1953.

To learn more about Edith Lesley Wolfard or the history of Lesley University, visit the Archives Website or contact archives@lesley.edu
Esteemed faculty member, please sit down, as I have some news that may shock you: it’s 2018 and students know how to search a database. The accessibility and usability of databases have come a long way, and students don’t need me or another librarian to stand in front of them for an hour and talk about keywords, what the library has, and where to click.

Right now you might be saying, “But students cite horrible resources! Their references lists look like they did a Google search and just used the first page of hits.” Bingo! They probably did. And that’s not their fault.

Students today can easily locate research, but most struggle with how to think about what they find (and why they find it), as well as how to evaluate and use it to find better, more relevant resources. There are many reasons why this is so. One is that they have not been taught about why and how research is created in the first place, let alone the socio-economic, political, and cultural conditions under which scholarship is produced, disseminated, and accessed. That means they don’t understand the nuances and grey areas that would help them find better information sources beyond just the first page of Google or database results. Many see research as a goal, not a process.

In light of this, librarians will no longer be conducting teaching and learning sessions at the library around research-based assignments unless the class’s professor has approved the students’ topics before their session with a librarian. The reality is that good researchers, including librarians with expert knowledge and vast resources, fail and hit dead ends all the time; they’ve just learned to be more resourceful, resilient, and persistent and understand how information is organized and prioritized.

This change in how we teach, along with student use of our librarian-made, online tools (e.g. Credo Information Literacy and the Self-Service Portal), will ensure our time face to face with your class reinforces fundamental skills, like searching and finding, while using critical pedagogy and engaging practices to meet course-specific research objectives. Classes will now come into the library (in person or through Skype) and go straight to learning a new, relevant, useful way of thinking about scholarship, or do active learning by practicing, trying, and failing at research in a safe, supportive environment, among other things.
Conference Highlights

by Abby Mancini, Research and Instruction Librarian; Instruction Coordinator

Think librarians get tired of learning new things? Think again! Here at Lesley University Library, we are consistently making an effort to keep on the cutting edge of all things in the world of Information Science. For example, this past November, Sherrill’s Research, Instruction, & Digital Scholarship Librarian Philip Siblo-Landsman co-presented at the 2017 Library and Information Technology Association Forum. The topic of his presentation was “Voice Controlled Speakers: should these devices be offered as a part of our library services?” His presentation gave a history of artificial intelligence being applied to library services. He also demonstrated a library bot called, “CALLibrarian,” which answered basic reference questions. This demonstration made use of contemporary bot services. You can view the slides and the presentation description on the 2017 LITA Forum website.

Micki Harrington, Moriarty’s Art Librarian, just concluded leading her first meeting of the Art & Design School Libraries division at the Art Library Society of North America annual conference, since taking over as Moderator of the division. As Moderator, she’ll be responsible for professional development programming for the division for this coming year. Micki also continues to offer professional development for people interested in visual literacy. She presented twice at the International Visual Literacy Association Conference back in September (hosted at Lesley), and this spring she’s the keynote speaker for NELIG’s Spring Program, a Webinar about visual literacy as an introduction to people who aren’t familiar, along with some ideas for larger initiatives for those who are already experienced!

Stay tuned for all of the other innovations that our librarians continue to lead, learn and develop!

The Girlhood Conference

by Jamie Glass, Library Assistant for Access Services

Jamie Glass and Bettiann McKay were invited to lead a zine-making workshop at the “Redefining Girlhood: From Margin to Center” conference on Friday, February 2nd. They created a “Be Zine & Heard: Girlhood & Social Justice” workshop zine for participants to fold and take home with information about the history of zines and social justice, as well as links to many social justice zines and resources. They focused on assisting the 17 participants with creating their own mini-zine based on conference-related prompts. Participants seemed to enjoy the process and the result, and they received positive feedback. We shared many of the zines on the Library’s Instagram and Twitter accounts if you would like to see more photos!
Streaming Social Justice: With Digital Resources

by Alexis Dhembe. Electronic Resources Librarian

There are two electronic resources I would like to highlight for this edition of the newsletter. Since this is the spring edition of our newsletter and International Women’s Day is March 8, I wanted to show off some of our resources that highlight powerful women. The first is HistoryMakers, the nation’s largest African American video oral history collection. HistoryMakers has oral history interviews with 2,477 historically significant African Americans, and can be searched by historical context, biographical themes, interview qualities and more. One interview that I recommend is “Muriel Petioni recalls her support network and the way Caribbean women are encouraged to succeed career-wise.” The videos are short, usually around 5-10 minutes each, and there are interviews from prominent figures including artists, religious leaders and people in the medical industry. The other electronic resource I wanted to highlight is Kanopy.

Kanopy is a streaming film service that offers many different types of movies, from documentary to Criterion classics. They are a well-curated service with everything from foreign films to thought-provoking documentaries to classic romances and independent movies. They have many of the same films as Netflix but do not require a subscription for library patrons! One film I wanted to highlight for International Women’s Day is the film “Union Maids: Women Activists Share their Experiences.” This film highlights three women that were integral to the labor movement in 1930s America, including conflicts with their bosses and police, as well as their struggles against racism and sexism. Kanopy also offers a “People who watched this…” section to guide you to your next favorite film!

Bringing the Past into the Present

by Philip M. Siblo-Landsman, Research, Instruction, and Digital Scholarship Librarian

The University Library is working to make collections from the University Archives available online. If you go to DigitalCommons@Lesley, you can find new collections being added regularly. These include the Lesley Newspaper Archive, the Lesley Alumnae Review, and the Digital Archives. In addition, two student publication’s archives have been digitized: Commonthought and Taking In.

The Newspaper Archive, Lesley Alumnae Review, and the two student publications were digitized by the library’s Digitization Assistants. These students have worked hard to scan each page, of each publication, so future researchers can make use of the collections.
Our streaming video collection features documentaries, news programs, oral histories, interviews, therapy sessions, instructional material, and selected feature films on many subjects. Many of our streaming video platforms provide closed captions and searchable transcripts, as well as providing a way to create custom lists or specific clips for later use.

You may use the @LL Search toolbar on the library homepage to find individual streaming videos from these various platforms but we recommend that you enter the streaming video platforms, directly and search/browse within them for videos of interest. We currently subscribe to the following databases and encourage you to explore their content and features!

- **Academic Video Online (AVON)** is a multidisciplinary database produced by Alexander Street, offering access to tens of thousands of full-length streaming video titles including documentaries, interviews, performances, news programs and more. Videos are transcribed in addition to being indexed for subjects, people, places, release date, language, publisher, and video type.

- **Films on Demand (FMG)** is a curated collection of videos, including the three-part Global Roll Call series and the four-part School: The Story of American Public Education series.

- **HistoryMakers Digital Archive** is “committed to preserving and making widely accessible the untold personal stories of both well-known and unsung African Americans.” The Digital Archive is the world's largest African American oral history archive, providing over 2,000 hours of video footage.

- **Kanopy Streaming Media** is a multidisciplinary collection offering thousands of videos ranging from documentaries, indie and foreign films, and must see classics. Through our demand driven acquisition program, students and faculty can browse and view the collection. After three views videos become part of the library collection for the year. Each year different titles are licensed based on student and faculty use.

- **Media Education Foundation (MEF)** is “A collection of videos focusing mostly on media literacy, gender, race, and political issues.”

- **Psychology & Counseling in Video (ASP)** presents an extensive array of content -- both video and text-based -- that includes therapy sessions, documentaries, interviews, keynote presentations, transcripts, client narratives and psychological experiments.

- **Psychotherapy.net** produces and publishes training videos in the fields of psychotherapy, counseling, and addiction treatment. The library makes available the Full Collection and the Social Work Collection.

- **Videatives: Digital Video Clips for Early Childhood Education** consists of digital video clips and “videatives” (text with embedded video) designed to illustrate young children’s thinking through actual footage of children in action. Searchable by subject and age group (infant through age 7).

**Our Media Resources** subject guide provides additional information on each platform as well as how to make clips and link in Blackboard.
Recent Events

**November 6** – Vanita Datta, ’88, Factors Leading to and Impact of Violence and Lessons Learned, Sherrill 350, 4:00 pm

**October 10** – Mac Maharaj Library Lecture, Democracy Under Siege, Sherrill 350, 4:00 pm

**February 22** – Faculty Reading Chris Clark read from his new novel “Missing Mr. Wingfield”, Sherrill atrium, 6:00 pm

**February**—Film “Female Genital Cutting” Sherrill 251, 6:00 pm

**February-March** – Roberson Joseph “Haiti in Context” Exhibit Sherrill atrium

**March 9 - 19**—Lesley 2030: Imagining Our Future installation, Sherrill Lower atrium

**April 5th**—Special Issue of JPPP Reading “Art as Voice: Creating Access for Emergent Bilingual Learners”, Sherrill Library 251, 6:00 pm

**March-April 6**— Rocky Cotard and Mosheh Tucker, “Portraits & Power” Exhibit, Sherrill atrium

**April 26**—Poetry Reading by Ann Pluto of “Lubbock Electic”, Sherrill, 6:00 pm

Please Join Us for Any Upcoming Library Events