The Libraries and the Education programs at Bryn Mawr and Mount Holyoke Colleges have received an Andrew W. Mellon Foundation grant to support a three-year Technology Initiative for Librarians and Information Technology Staff, Faculty, and Students. Each year the grant supports a one-week workshop in May aimed at enhancing our own expertise in relevant areas and producing a model that is usable at other colleges and universities. The workshop includes structured conversations among teams of selected librarians, faculty, students in their junior year, and information technologists from each of nine colleges and universities: Mt. Holyoke, University of Massachusetts Amherst, Hampshire, Amherst, Vasser, Haverford, Smith, and Swarthmore. The teams return to their respective campuses and continue to collaborate on a curriculum project throughout the year.

The conversations at the workshop address these questions:

What is the role of each of these constituencies in creating, storing and retrieving knowledge and how can the constituencies work together to fulfill those roles?

How do we encourage the re-envisioning professional roles amidst the growing presence of technology on campus?

Further information about this program can be found at the Talking Toward Techno-Pedagogy Web site:
http://serendip.brynmawr.edu/talking/

A PDF version of "Reimagining Professional Identities: A Reflection on Collaboration and Techno-Pedagogy", by Jonathan T. Church, Departments of Sociology and Anthropology, Arcadia College:
http://serendip.brynmawr.edu/talking/ReimagProID.pdf
"I've had professors that did everything in PowerPoint and I slept through the whole class. Then I'd have professors that have strictly lectured and it was the best class I'd ever had. So it's all about teaching style and you have to learn what works best for each student involved. But technology is not necessarily the greatest thing on earth." (Student Participant, Day 2, morning)

"[I]t was useful to have concentrated time to think through different people's roles." (Information Technologist, Final Feedback Form)

"As a member of computing services it becomes so easy to function solely within the confines of our day to day maintenance of the critical college functions that I find I do not focus on the components of technology that really enhance the curricular mission of our institution. What has inspired me most over the past few days is the understanding that viewing the faculty/library/IT/student groups as a team - we can work together to create opportunities to use technology in a more integral fashion in a way that empowers all the players, and ultimately enriches the student experience." (Information Technologist, Feedback, Day 3)

"...myths and stereotypes were broken down." (Librarian, Final Feedback Form)

"We have a much better understanding in my group of the roles each person in the group and of the value of collaboration." (Student, Final Feedback Form)

"Sometimes you're talking to a professor and maybe it's registering but sometimes it's in one ear. [But here] maybe they thought they could actually benefit from this...that they were going to be better teachers or more fun in the classroom...I think there were many moments when [professors realized that talking with a] student ahead of time saves you the anxiety of planning a course that may or may not work. To realize that is a really liberating thing and I think that happened for a couple of people and I don't think they [had] imagined that as a possibility..." (Student, Final Feedback)

"We moved from roles of reactivity to proactivity." (Librarian, Final Feedback)

"How can I access the student voice in planning?" (Information Technologist, Final Feedback)

"The student participation...was really invaluable to me as a faculty member because even though you have [course] evaluations, here we are talking about this stuff and thinking about it and right there you've got this sense of, well, no that's not going to work at all." (Professor, Day 4, morning)

"I realize that I'd rather have more student input about what kind of resources they think are good." (Librarian, Day 4, morning)

"One of the things we were talking about too is creating a course with the students...training them to do web development and web support for faculty." (Information Technologist, Day 4, afternoon)

"How can I get faculty to teach me about their teaching/research goals instead of them just asking me to teach them about technology?" (Information Technologist, Dinner, Day 1)

"Who has the authority to make suggestions to professors?" (Information Technologist, Dinner, Day 1)
Collaborating with Faculty on Web-Based Instruction
Selected Bibliography


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