Good morning. Carolyn and I are excited to be here today to share one
Professor Jones from the Women’s, Gender and Sexuality Studies program had a problem.
Bored students! So she began to look for materials to use in teaching her course new course “Women Food and Culture”. Her own science education and training prepared her well for textual analysis. BUT she was concerned about finding images to support the course and wanted to learn how to create assignments with the images that would engage and educate her students. She was uncertain where to go for this type of help so she began…
by asking someone at the library info desk who first suggests Google images as a standard response to questions involving images. Together the two find some interesting images but were limited to what a generic Google search offers. Plus, this process does not help Professor Jones answer her bigger questions about integrating the images into her course in a meaningful way.

Also, we all are familiar with the problem that a Google Image search will also retrieve images of various sizes
many of which are not large enough for projection in the digital teaching environment.

So Professor Jones next approaches the technology group on campus…
thinking they may have some ideas about how to deliver images and how to integrate them into course assignments. The group offers to build a course website for the images and…
show her some examples from other courses. They also have some ideas about assignments to engage the students, but they aren’t sure of the best place to find content.
Finally, she learns about the Visual Resources Collection, and
is able to find some great images for her course. BUT only after spending several days with different groups on campus. SO the original problem of bored students led to
the problem of a frustrated professor. This situation, which is more common than we would like to admit, points to a need for cross-institutional support to better assist faculty members like Professor Jones. Yale has addressed this need through the creation of the Collaborative Learning Center which Barbara will next address.
In the last decade and a half, the Yale Library has been rethinking its core service model related to faculty and student support. As I mentioned in the introduction, we have found that focusing on teaching, in addition to research, has enabled us to collaborate and better support our students and faculty. Carolyn mentioned the CLC as the site for this collaboration. Collaborative Learning Center (CLC) established in 2007, was created to bring together the expertise and support services of units across campus engaged in teaching and learning activities. The Center is housed in the Bass Library but maintains a presence campus-wide since staff from across campus support the CLC’s mission. Staff from the Graduate Teaching Center, the Center for Language Study, Information Technology Group, and the broader Yale University Library (including the Visual Resources Collection) all work together to ensure that faculty teaching objectives and student learning outcomes are supported and achieved. As these group works together to screw in the lightbulb…
This Center grew out of faculty support models tested during two grant projects; the Imaging America project funded by the J. Paul Getty Foundation and the Eli Project funding by the Davis Family Foundation. These grant projects responded to the emerging need to support faculty use of new media and technology in their teaching. The Library knew that support for digital teaching objects would become increasingly important and this funding helped the Library establish a role as leader on campus in this area. While these grant projects supported over 20 professors and Yale courses, the challenge was to create a sustainable model for this type of activity. In the fall of 2007, the CLC was established as an institutional home for these faculty support services. A year later, the newly-hired VRC Technology Specialist began to coordinate faculty outreach activities for the Visual Resources Collection and built a relationship with the CLC. To date, the Center has supported over 35 courses in its three-year existence.
The core of the CLC service model is course consultation. During this process, a team of experts from across campus including VR professionals meet with faculty about a particular course or instructional problem. This consultation provides the answer to the scenario Carolyn presented earlier - Professor Jones. During a consultation, the team explores the course objectives, assignments, and the particular content collections, technology, and new teaching approaches that would best support the course. Because we are drawing on the knowledge and expertise of existing staff, we have not had to hire anyone to provide this new type of service for faculty. The glue that holds this service together is a willingness to collaborate and to establish strong relationships among departments who share common goals.

Through this course consultation process we have realized that our VRC staff and our Art Librarians are uniquely prepared to support courses because they bring a practical and theoretical understanding of visual materials. VR professionals and art librarians have a skill set that has been finely honed over the years of working with visual resources, to teach users across the disciplines about how to use images as both illustrations and as evidence. Having visual resource professionals involved in course support of this nature allows the visual resources department to become involved in some of these larger, exciting conversations about the future of student learning. Carolyn will now describe the results of some of these collaborations.
In about 3 years, the CLC and the VRC Technology Specialist have worked together on a variety of projects that have directly supported courses and have increased the use of images in teaching and learning across campus. I will now illustrate the range of our activities with 3 case studies.

One such collaboration involved Seth Fein, an American Studies/History professor. Early in the consultation process, Professor Fein reflected, QUOTE "I've always used media in the classroom, but it was cumbersome, changing VHS tapes to show clips from different sources, dragging out the overhead projector and the slide projector to show images and graphs... the transition to digital
allowed me to use the media in a fresh way, visually juxtaposing images or clips from a video in ways I hadn't really been able to do so before."

However, he also noted that to learn multimedia management and presentation software which allowed him to seamlessly integrate various types of media took many hours and required assistance from technical professionals as well as subject specialists across different units like the Library, Instructional Technology Group, and Visual Resources Collection. The experience of this professor is an example of why collaborative efforts on campus are important; he was provided with a level of support that allowed him to expand his pedagogical tool set. The CLC provides the framework for support staff to come together in support of faculty from a range of disciplines with streamlined service that ultimately benefits the students. Collaboration with the CLC allowed the Technology Specialist to build important interdisciplinary relationships quickly.
In a second example Video became the focus of another course consultation arranged by the CLC with an American Studies professor, Matthew Jacobson. This case led to the creation of a video workshop series for faculty and graduate students in American Studies. It became apparent during the consultation that Professor Jacobson was not alone in his need for instruction on creating and editing video. As is true with many departments on campus, American Studies did not have access to video training through the department even though the students and faculty were increasingly recording video as part of their research and teaching. The Technology Specialist, who has a background in video production, was able to offer a three part workshop for the department. Before that initial course consultation facilitated by the CLC, course support staff did not recognize this need for video production training in the humanities. The CLC has thus provided a needs assessment mechanism for faculty to articulate ways in which course support staff on campus can work together to provide solutions to instructional problems.
Another outcome of collaboration between the CLC and other non-library support units on campus is an active outreach program called Teaching with Technology Tuesdays (TwTT). TwTT is a weekly series offered for those interested in innovative instructional activities utilizing new media technology. The program was set up to introduce instructors to a range of technologies that might enhance their teaching. Each week a five to ten minute introduction to a technology is offered, followed by a professor describing the pedagogical benefits of a specific technology. The attendees engage in a discussion of how others might utilize this technology in their own teaching and share ideas as well as practical information.
Here is an example of a session called Beyond the Blog from last semester, where Same See an English professor was talking about using WordPress and specifically a Plugin called Digress it in two courses, “European Literary Tradition” and “Queer Mythologies.” The plug in allows students to comment on paragraphs instead of a whole posting, easily allowing the concept of workshoping a paper to translate into the digital medium. He also mentioned the ease with which one can post images and respond.
The format of TwTT evolved in the past year to including panel discussions and integrating presentations from students and graduate students.

The results of these sessions are twofold: the instructors learn about technologies that their students are already using in other contexts and they develop the ability to implement technological innovations in their own classroom. In over two years of offering this series, 25% of the sessions have focused either on images or video, and those sessions tend to be the most heavily attended reflecting the broad application of visual materials in a variety of learning environments. These image-based sessions were possible due to close collaboration with VRC staff and their content and image expertise.
We have offered several examples of collaborations that have involved our VR Collection, our colleagues in Instructional Technology Group, the graduate teaching center, and the library. I want to mention one last collaboration to illustrate how these collaborations can begin in one place and end in an entirely different, and innovative, place. Additionally, this project is inspirational as we all think about our moment in the history of our profession. In 2008, Professor Matthew Jacobson, mentioned earlier when Carolyn spoke about the video workshops, approached me about a photographic project he was working on. He was beginning to document our historical moment by photographing President Obama’s inauguration, the financial collapse of 2008, and the housing crisis. His photographs, now numbering over 1000, are the basis of a website - The Historian’s Eye, http://historianseye.commons.yale.edu/, that is both a research and teaching tool. His goal was to create a website where his photographs and audio interviews would be a springboard for others to share their images and stories about this moment in history. By working through the consultative process with Carolyn and colleagues in instructional technology, this site now serves as one of Yale’s best examples of a Digital Humanities project. What began as a research and teaching interest is now an exemplary project in the emerging field of digital humanities.
These collaborations can take you places you didn’t intend to go but are nonetheless exciting and indications of where our future relevance lies. As Professor Jacobson states on the Historian Eye site, his influences were Dorothea Lange and Studs Terkel. “The wonderful thing about a camera, Lange once said, is that it can teach you how to see without a camera. One of the primary goals of this project is to learn to see anew and to enable clarity about our own historical moment.” Hopefully, through collaborations, VR professionals and librarians will also be able to see anew and have clarity about our profession’s historical moment.