Then they would map the available data about the reported inci-
dentar outcome." So Barnes consulted WIC to
the mechanics of how to produce a par-
this would be an incremental process, he
his students during the assignment. "It definitely
the students gained during the assignment. "It definitely
average" project will take more comprehensive research over
outside information, electronic or otherwise and
work.

Ultimately, Barnes aims to develop an index to evaluate the success of pandemi-
our sleeves, and dealt very pragmatically with search terms
students, and researchers will apply the latest technology
or abstract expressionist art. Thanks in part to the work-
faculty and staff to engage with the Libraries’ print and digital resources,
ences with 85 of their peers.
izing materials created by the Libraries’ Schoenberg Center
in the Vitale Digital Media Lab. "In a WICshop and discover that they share research interests,
ology workshops (WICshops), and the services of our
Leaves... 63

TECHNOLOGY, TEACHING, LEARNING, AND THE LIBRARIES

Ivy Lea

University of Pennsylvania Libraries

THE WRIGHT INFORMATION COMMUNITY

Ivy Lea

University of Pennsylvania Libraries

Building on Success

The WICshop concept includes an integrated approach to the research and information needs of
the student. The Penn Libraries plan to build on the success incorporating media labs and collaborative
with faculty and staff. Furthermore, WICshops can be used to

News and Notes from the Penn Libraries | Spring 2010

Students work collaboratively in WICshop data-driven teams.

With the advent of the Internet, technology has pervaded nearly every aspect of student lives. Simple things like tweeting, hashtags, and posting to Facebook, Twitter, and texting friends happen by chance when, for example, two students who are following the latest happenings on a blog or on social media labs and collaborative learning environment incorporating the

The Weigle Information Commons (WIC) in the Van Pelt-Dietrich Library Center was designed for just this kind of activity. Resources include the Vitale Digital Media Lab, WIC technology workshops (WICshops), and the libraries’ extensive collection of software. Of course, students are checking on Facebook, Twitter, and texting friends. But, in collaboration with faculty and staff at the Penn Libraries, students are also learning to use a wide range of technologies to access information, reframe their findings, and develop creative and engaging presentations to disseminate their work.

The Information Commons exemplifies an integrated approach to the research and information needs of the 21st century scholar. The Penn Libraries plan to build an open, cross-disciplinary environment incorporating media labs and collaborative learning environment incorporating the

Students work collaboratively in WICshop data-driven teams.

The Writing Center, support every aspect of student projects, including WICshop technology sessions, and to maintain a

terfaces with 85 of their peers.

The Libraries support every aspect of student projects, including WICshop technology sessions, and to maintain a
**Argentina.** Another of Lamas’ students, Jody Pollock (C’10), native currency systems around the U.S. and in Korea, Japan, and on his global economy research, and she has been working with community.” In the summer after her freshman year, Julia Luscombe says Lamas. “She brought the quantitative data alive through collage of contrasting visual images while presenting her data,” with video she shot from the car while her father drove through visual publications, and even authored and illustrated comic books with videos that she shot during her college years to fulfill a course requirement. As an independent study, she created a visual documentary of her research that focused on the diaspora of African Americans. Her students have made posters and in URBAN STUDIES and Spring 2010 technology with her students to map the diaspora of African

**Social Policy & Practice**

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