



Fresh from the JAR

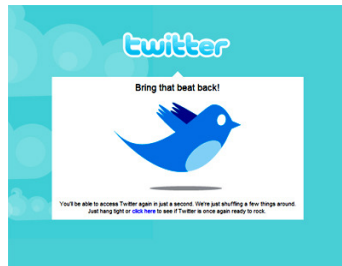
LRC Newsletter

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Trends in Media

Libbie McPhaul-Moore, Distance Education Coordinator

What are the most important media trends, and how should they be utilized by the educational system? We are looking at a future of media-rich pervasive learning. An immersive media will enable anytime, anyplace learning and will stimulate new educational practices and research (Institute for the Future & KnowledgeWorks Foundation, 2006). Until now, the focus has been on the computer and television screen. This will change to a focus on context—where we are physically, the people to whom we can connect physically and virtually, and the information we can access (Institute for the Future & KnowledgeWorks Foundation, 2006). Educators and students will break the traditional boundaries of time and space. By the end of the decade, technology will allow us to learn in ways that have not been possible (Software & Information Industry Association, 2007). Teaching and learning will be more efficient, and opportunities for life-long learning will increase.



Twitter is a free social messaging utility for staying connected in real-

According to Milne (2007), we are moving from an Information Age (simple content delivery) to an Interaction Age. He describes the Interaction Age as “a time in which information is seen additionally as something with which, and around which, people can interact” (Milne, 2007, p. 2). Milne (2007) divides future media trends into four areas:

Networks: Transporting Data vs. Social Interaction – No longer just a source of information, the Internet will be seen as a resource for social interaction. The trend will be toward an increase in real-time interaction by using such tools as text messaging, telepresence systems, team collaboration systems, and simultaneous multi-user interactions.

Devices: Portable Devices vs. Augmented Environments – Portable devices such as mobile phones, MP3 players, and laptops are all single-user devices. New systems embedded in physical locations will allow increased interaction with a portable device as the personal component. An example is MIT’s Steam Café which allows students

to send messages to a display system in the space and leave messages for other students.

Interfaces: Graphical vs. Tangible – A tangible interface allows a person to interact with digital information through the physical environment. A good example is Nintendo’s Wii.

User focus: Individual vs. Groups – A future trend is the development of group-oriented technology systems. A telepresence system is a good example. This is a technology that allows users to feel as if he or she is present or enables an individual to have an effect at a location other than their true location. The user’s position, movement, actions, etc., could actually be sensed in the remote location. Amazing!

Oblinger (2004) writes of the next generation and engagement in the classroom. “Students aptitudes and attitudes have been shaped by an IT and media-rich environment” (Oblinger, 2004, p. 2). According to Oblinger (2004), by the time a student is age 13-17, he/she is spending more time with digital media than television.

Cont. on back...



Trends in Media Cont...

Students are demanding to be engaged. With new advances and trends in media and technology, we have a wonderful opportunity to change pedagogy in ways that really open up powerful content for students and successfully prepare them for the future.

Institute for the Future & Knowledge Works Foundation. (2006). *Map of Forces Affecting Education*. Retrieved November 11, 2007 from the World Wide Web: <http://www.kwfdn.org/map/map.aspx>

Milne, A. (2007, January/February). Entering the interaction age: Implementing a future vision for campus learning spaces...today. *EDUCAUSE Review*, 42 (1), 12–31. Retrieved November 11, 2007 from the World Wide Web: <http://www.educause.edu/apps/er/erm07/erm0710.asp>

Oblinger, D. (2004, May). The next generation of education engagement. *Journal of Interactive Media in Education*, 2004(8)

Software & Information Industry Association. (2007). *Vision K-20: a vision for K-20 education*. Retrieved November 11, 2007 from the World Wide Web: http://www.siiia.net/education/pubs/VisionBooklet_2007.pdf

National Library Week . . . April 12-18, 2009 Vanessa Bass, Reference Librarian

National Library Week was first sponsored in 1958. It is a national observance sponsored each April by the American Library Association (ALA) and libraries across the United States. This is a week when libraries celebrate, inform, support, and promote libraries across the nation in order to increase awareness of libraries. All types of libraries are involved—school, public, academic, and special.

The Gordon P. Allen and the Caswell Learning Resources Centers will be promoting library services and resources throughout National Library Week. If you have not visited the LRCs, please take the time to stop by and experience all that the LRCs have to offer the PCC community.

Look for worlds connect@your library theme throughout the week of April 12-18, 2009.

The LRCs are always looking for ways to improve our service to you. We need to know how we can serve you better.

How can you help? Please take the time to fill-out
The Ultimate LRC Survey.

Go to www2.piedmontcc.edu/lrc and click on LRC Surveys.

Tech Byte. . .Your Virtual Library Vanessa Bass, Reference Librarian

The LRC's Web site offers many ways to learn about the resources and activities at your library.

You can find a link to our electronic databases by clicking on "LRC Resources" from our web site. Our electronic databases give you access to hundreds of online journals, magazines, and newspapers.

Database suggestion:

Vault Online Career Library database is a comprehensive database that provides information on careers, company information, internships, resume and cover letter writing, interview tips, and networking skills. This database is your one stop for all types of information regarding careers.

For more information, contact Vanessa Bass, Reference Librarian at the Gordon P. Allen LRC, at (336) 599-1181 x235 or Lionell Parker, Librarian at the Caswell LRC, at (336) 694-5707 x231.