By Annika Slattery
Recreation Administration, 2021

For the past six months, I have been working with the Humboldt State Library on the Discovering Humboldt project. I began time working as an intern with the goal of gaining more knowledge about tourism in the Humboldt County area, but as the project evolved my work transformed into far more just than collecting data. This project had the potential to connect HSU students who might be unsure of how to engage with the community, to the wonderful world of Humboldt and all of the exciting activities it encapsulates.

I myself was an out of state resident and had never set foot in California and let alone Humboldt County when I came to the area in 2017. My drastic shift in the environment had made me feel isolated and alone, it was at this time that I seriously considered transferring. But once I began to explore off-campus areas and engaging with the surrounding community my love and appreciation for Humboldt grew exponentially. This was my goal for the project at its conception, to give new students the resources they needed to get off campus, explore and create meaningful memories.

To my delight, in recent months the Discovering Humboldt project has grown in scope in order to reach the people who are outside of the local community. By facilitating free online workshops under L4HSU I was able to relay the importance of writing reviews of our favorite places in the area. The hope is that these reviews would increase our digital footprint, thus making Humboldt more searchable to potential new students and tourists.

The pandemic has had a detrimental economic impact on the community, especially those in the recreation and hospitality industries. With a stronger digital presence, we hope to foster more interest in the area and aid in its economic recovery of the County. Know that your reviews make a difference for more than just your favorite local establishments. So go for a hike, take some pictures, and tell the world about what an amazing place this is.

To find out how you can get involved and to read more about this engaging project visit library.humboldt.edu/about/discoveringhumboldt.
By Reynaldo Farfan & Keelye Wilson

HSU Library is offering off-campus delivery to get library and class materials to students via USPS. Tools and resources have been sent to Alaska, Hawaii, Louisiana, and across the state of California, from Crescent City to San Diego, to help students succeed this school year. We have packaged and shipped books, laptops, hotspots, and university departments class kits which include a variety of unique items including binoculars, compasses, spotting scopes, sheet music, yoga mats, lichen, recording equipment, and even frozen fish and sheep brains for dissection labs! In fact, since March 24, 2020, the HSU Library has shipped:

1,283 Books
303 Chromebooks
243 Class Kits
171 Internet Hotspots
77 Laptops
20 Webcams

The COVID-19 pandemic has changed the way we support students. While the Library doors may be closed, the Library staff is busy ensuring students, staff, and faculty have access to the resources they need to succeed in their courses.
Add a Dash of Library to Spice Up Your Teaching and Learning this Semester

By Kimberly Stelter & Tim Miller

Students

We’re here to support you in the process of completing your course assignments, whether they are research and writing intensive, or more project-based, multimodal forms of academic work like making a podcast or video. Get started early and connect with us often as you work through iterations of your research and projects by reaching out to us through Ask a Librarian. You can ask us a question and get a response through email, or make a request for a virtual appointment.

Want to learn how to access information resources available from the HSU Library for free or to take your learning into your own hands? Check out the Library FAQ to get started and then see the multiple resources available through our SkillShops which are available live via Zoom and as At Your Own Pace Canvas SkillShops. The online SkillShops cover a variety of topics such as creating citations, searching in databases, and making videos and posters. While many of the Zoom SkillShops are offered by our campus partners like Academic & Career Advising Center (ACAC), Peer Health, and others. Congrats HSU students, this past semester 838 badges were earned through At Your Own Pace Canvas SkillShops and there were 534 attendees at live Zoom SkillShops, totalling 1,372 SkillShops attendees for Fall 2020.

Faculty

Incorporate library instruction into your Canvas course with At Your Own Pace Canvas SkillShops. Follow the instructions about how to integrate asynchronous Canvas SkillShops as an assignment in your course. Let us know what your due date is and encourage your students to complete the SkillShop early as some SkillShops are manually graded by a librarian after submission. The Library and our campus partners will also be offering synchronous Zoom SkillShops on a variety of topics to support student learning and success.

Is your course synchronous? We can collaborate with you to offer tailored instruction on information and digital literacy topics that connect with your learning outcomes. Let us know what your assignment plans are or collaborate with us on designing an assignment. Use the Spring 2021 request form to get in touch with us and please give us at least two weeks advance notice for when you’d like us to visit your class.

Staff

Leverage SkillShops as professional development for yourself and your student assistants. Login or register for SkillShops to learn new skills and connect with our SkillShops learning community. Staff have facilitated their own SkillShops and coordinated student assistant facilitators. Additionally many departments on campus collaborate with librarians and other groups to offer workshops on various topics. Examples from this past semester include Staff Council working with a librarian to organize a workshop on writing recipes for the HSU Staff cookbook and the Peer Health Educators (students working for the Health Education Center) offering SkillShops on topics related to student health and wellness (mental, physical, sexual). Reach out to us to see what possibilities await for collaboration or propose your own SkillShop!
In the environment of academia, project-based learning is the best gauntlet we have to test our abilities in our future careers. In March 2019 I was presented with an opportunity to join a project with Humboldt State University Library, one in which I am happy I took. While my education gave me all the tools to build a foundation for my skills, homework assignments and class activities aren’t quite enough to give a realistic experience for working in my field. Having a project that is within my field yet outside regular curricular activities gave me a level of confidence that I did not know I could have, and has set me on a path I am grateful to be on.

In this project, my team and I designed and created Citing Insights, an online tool to assist faculty and staff in assessing student papers. The first stages of this project involved speaking with faculty and staff across campus and determining how our tool could be of use, and how people would like to use such a tool. Interacting in this way gave our team a sense of motivation; instead of trying to get a good grade or pass a milestone in a class, we were working towards a goal with a tangible purpose. The more we spoke with people across campus, the more we developed an idea of how we would move forward. This process taught us the importance of communication, but more importantly, it taught us how to integrate the many different ideas and wishes of faculty and staff into the goals our sponsor asked of us. This is a foreign process for many students, since we usually have our professor grading our work, and on occasion a peer-review session. One set of eyes means only one person you need to satisfy. In this situation, however, we had many critiques and concerns, and we had to choose which were relevant to our work or which were obtainable goals. If a student chose which parts of a project they do in a semester course, their professor would surely decrease their final grade somewhat, but in this case we were presented with a new way of doing a project, one that depended on our abilities to choose what was good for the project. This gave us a sense of autonomy with our project, but as time went on this turned into a sense of responsibility. We had a task, one in which we needed to apply all we learned thus far in our courses, and one in which we were solely responsible for seeing through.

An education involves learning new skills and putting them to use. However, the ways we put them to use in school are repeated by numerous students and feel contrived overall. There needs to be a way for students to test their knowledge in a way that hasn’t been done time and time again. Project-based learning is a solution to this, since removing the aspect of a grade and replacing it with the satisfaction of the client and the overall state of the product creates a new dynamic in the student’s mind, one in which they are working towards something real, something that is needed. When I do an assignment for one of my courses, I know that the purpose of it revolves solely around my teacher’s goals for my education. The assignment is between me and my professor, and that is where it will always live. When I worked on Citing Insights, I knew that the content I created was for a larger audience than just the sponsor, and that the project had the potential to live on, whether in the hands of another University’s Library or in the hands of more students, working to build upon Citing Insights. This made every bit of documentation, every line of code, and every decision we made as a team important. Not only did we want to build...
something we could take pride in, but we wanted to build something that is useful.

One aspect that is unique to project-based learning in my experience is what happens if you don’t meet a requirement. In any of my courses, if I fail to achieve a certain goal or answer and lose points on an assignment, I can expect some feedback along with the correct response that the teacher was hoping for. What is missing in this scenario is my own analysis of my failure. My teacher expects me to do such an analysis, but on my own time. They also expect to see the results of my self-reflection to show up in my next assignment, and if nothing changes in the next assignment, the professor will leave more feedback and this cycle will continue. If this keeps going and I don’t fix what I’m doing wrong, then we may end up talking about it and coming up with a way for me to make up lost points. In this scenario, the goal I am pursuing is to pass the assignment, and in time, the class. Unfortunately, making up the points through other assignments supersedes returning to the material I failed to grasp. Now, imagine a scenario where if I do not meet the requirements of an assignment, then I can’t continue until I have addressed what went wrong. In project-based learning, each step in the project is dependent on your understanding of all the previous steps. So, we can’t apply the same mentality that we did in our classes; a ninety-percent grade on an exam is passing with high marks, but there is still ten-percent worth of knowledge that you did not fully understand. If we failed to meet a requirement when working on Citing Insights, we would analyze what went wrong and explain to our client what our troubles are. This created a dialogue that revolved around whatever aspect we missed, strengthening our resolve and forming an atmosphere of progression. This is an important and fascinating point: hitting the brakes whenever we failed at a task actually progressed our project. In our courses, there is an understanding between everyone involved that we are on a strict timeline, and we do not have time to go over every failure or misunderstanding. While students adapt to this environment and teachers do their best to deliver the content in an efficient manner, I do not believe there is enough time spent on going over aspects of the material that we failed to understand. This is where project-based learning can greatly supplement a traditional education, and together they can deliver a cohesive and complete educational experience.

To learn more about this exciting project visit library.humboldt.edu/node/1589.
Building Bridges & Connecting Communities

Course Reserves: A Basic Need

By George Wrenn & Victoria Bruner

The Library is closed for the spring semester but we are pulling out all the stops to support remote access to Library resources for course materials:

- More than $40,000 has been spent on ebook acquisitions in the current academic year. The Library is working with instructors to identify textbooks for purchase in ebook format. In the last two semesters, we have worked with 77 faculty and have provided access to more than 163 titles that have been used more than 69,000 times. Contact reserves@humboldt.edu for any questions about textbooks.

- Working with the Accessibility Resource Center (ARC), the Library can help you scan textbook materials within fair use guidelines. For Fall 2020 and Spring 2021, the ARC scanned over 200,000 textbook pages (which is the equivalent weight of a 1979 Volkswagen Beetle)! The accessible scan process typically takes 13 business days, and can be delivered to instructors emails or Canvas courses. Make requests here hsu.link/scan and contact arc@humboldt.edu for more information.

- This February, the Library will become a member of the HathiTrust. This service will provide ebook access to approximately 80% of the print books in our collection. Look for links to HathiTrust in the Library catalog.

- Free InterLibrary Loan services continue to provide access to books from libraries across the country. Request materials from within the catalog or visit hsu.link/ill to initiate a request. The Library will provide free return shipping for materials borrowed. Contact libcirculation@humboldt.edu for shipping-related information.

- Gain assistance finding free Open Educational Resources (OER) to replace expensive textbooks by emailing us at oer@humboldt.edu or visit hsu.link/OER for more information.

The Library would like to acknowledge the terrific support we have received from student assistants, the ARC staff, and many members of the faculty as we work to provide resources remotely. Thank you, all!

Save the Dates May 3 - May 7
8th Annual ideaFest

IdeaFest is an annual event that showcases the collaborative research and creative projects of faculty and students from across campus. This special event continues online this year with all new opportunities to present, publish, and promote research posters as well as audio and video projects! Take advantage of this unique opportunity to share out your research; build your scholarly identity; and get a conference publication/presentation on your resume. IdeaFest will be held May 3-7, 2021. The deadline to register is April 30. Go to the ideaFest website ideafest.humboldt.edu/ for more information. Thank you to Sponsored Programs and the Library for their continued support of this transformative celebration of campus research. Come be a part of the biggest and best celebration of research and innovation on campus!
Building Bridges & Connecting Communities

By Victoria Bruner & Kumi Watanabe-Schlock

“Zoom,” they said. “Okay but where did my chat box go after I shared my screen?” Where indeed did we all go this summer and fall? On a journey together as faculty, staff, administrators, and students participated in virtual LifeLong Learning Lounge (L4HSU) workshops. Over 26 weeks, 42 different people facilitated 76 workshops with a total of 1,170 participants (not including facilitators).

L4HSU began in 2015 with a shared goal of bringing free, casual, one-hour workshops to the HSU campus and community during the summer. Typically, workshops were designed to foster connections, dialogue, and personal & professional growth. The L4HSU theme this year is Building Bridges and Connecting Communities with HSU Library’s partners including Office of Diversity, Equity, & Inclusion, Human Resources, and the College of Extended Education & Global Engagement (CEEGE). During Fall 2020, L4HSU also collaborated with Campus/Community Dialogue on Race (CDOR), NEA Big Read Humboldt, Humboldt Asians & Pacific Islanders in Solidarity (HAPI), and KEET-TV. Notable highlights include zoom presentations by Claudia Rankine, author of CITIZEN: AN AMERICAN LYRIC.

Last summer, L4HSU kicked off June 8th with a Tech Tools & Tips workshop co-facilitated by Kimberly Stelter, First Year Experience and Student Success Librarian, and Julia Heatherwick, Extension Coordinator and Instructor with CEEGE, since there was a need for workshops centered around making meetings and workshops more interactive. A faculty member stated, “I want to build inclusive, positive and meaningful online class communities this fall semester.” During this workshop, the most popular topics participants asked each other about were related to Zoom and general tools for facilitators. We were happy to facilitate those connections.

We are looking forward to continuing with L4HSU - free learning events open for, and facilitated by, campus and community members - this spring semester. Are you interested in facilitating a session? Visit hsu.link/L4HSUfacilitators for more information or contact skillshops@humboldt.edu.
Fred Korematsu Day of Civil Liberties and the Constitution Virtual Event
January 30, 2021
3pm - 4:30pm

By Amy Uyeki & Kumi Watanabe-Schock

Commemorating the legacy of civil rights activist Fred Korematsu, this free virtual program brings you a condensed version of SWINGPOSIUM ON THE ROAD - HUMBOLDT featuring the electrifying performances of San Jose Taiko, Epic Immersive actors, and the HSU Jazz Orchestra. Originally performed last January at Bayside Community Hall, the musical centers on the big bands that flourished in Japanese American concentration camps, seen through the eyes of teenage Japanese Americans imprisoned there.

A discussion following the video will be moderated by Christina Hsu Accomando, Ph.D., Departments of English and Critical Race, Gender, & Sexuality Studies and Michihiro C. Sugata, Ph.D., Criminology & Justice Studies.

This wonderful event will start off with a video performance of Humboldt Taiko featuring Gary Ronne. Also, check out SEEN AND UNSEEN: QUEERING JAPANESE AMERICAN HISTORY BEFORE 1945, first ever online exhibit focused on Nikkei (Japanese Americans) who were involved in intimate same-sex relationships or defied gender roles in the 20th century co-curated by Any Sueyoshi and Stan Yogi: www.seenandunseen.net

This event is hosted by Humboldt Asians & Pacific Islanders in Solidarity (HAPI), Asian Desi Pacific Islander Collective (ADPIC), HSU Library, and the Critical Race, & Gender & Sexuality Studies (CRGS) Department.

This event is suitable for all ages. Register today: hsu.link/Zio.

7th Annual Authors Celebration
February 15, 2021

The 7th Annual Authors Celebration has gone virtual this year but we’re still celebrating with style! Register for the zoom link and join us on Monday, February 15 from 4-5:30pm as we recognize scholarly and creative works by HSU faculty, staff, student, and alumni and celebrate all of our authors and readers.

Are you a 2020 HSU Author? Please let us know about your publication by completing the recognition form.

More information about this event and past events are available on the HSU Authors Hall website. Hope to see you there!

Contributors

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Check Out the Library is published in the fall, spring, and summer. library.humboldt.edu