Title: **Fostering Student Connections with Experts and Unique Library Materials**

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Sponsoring Organization: George A. Smathers Libraries

Purpose: The Libraries in partnership with Enterprise Systems request funding for 25 iPads—with the Libraries and Enterprise Systems each contributing an additional $12,500 for software database development costs—to enable UF students who attend exhibits and presentations in the Libraries to:
1. have increased interactions and conversations with exhibit curators or speakers;
2. request follow-up information or notifications of future exhibits, presentations or events;
3. provide comments and input on exhibits and presentations;
4. receive related materials to increase the educational impact of the presentation or exhibit; and,
5. register their attendance by swiping their Gator 1 cards.

Seventeen iPads will be installed in exhibit spaces throughout the Libraries, mounted in aluminum frame kiosks. The remaining eight iPads will be available for mobile use during presentations and other high attendance events.

Kiosk Use: A typical student experience when encountering an iPad kiosk within an exhibit will be as follows:

1. Swipe Gator 1 card and name and email will be auto-populated into contact fields.
2. Submit a question or comment directly to the exhibit curator
3. Request future notifications for other events associated with this field or additions to the collection
4. Share visit on social media

As a result of this connection, the student will receive by email additional content associated with the exhibit that was selected by the curator and/or professor to enhance the educational outcome and learning experience (see Appendix A for an example). Additionally, the student will receive as follow-up the additional information they requested or other responsive communication from the curator.

Mobile Use: A typical student experience when attending a presentation and using the mobile iPads will be as follows:

1. The tablets are distributed by an event representative and circulated among seated attendees
2. Swipe Gator 1 card and name and email will be auto-populated into contact fields.
3. Submit a question or comment directly to the presenter OR participate in polling or other learning activities associated with the presentation
4. Request future notifications for other events associated with this field
5. Share on social media
6. Pass unit to adjacent seated student

As applicable, the student will receive by email additional content associated with presentation that was selected by the speaker to enhance the educational outcome and learning experience. Additionally, the student will receive as follow-up responsive communication in cases where they submitted comments or questions that could not be fully or best addressed in the session.

Exhibit/Fixed kiosk Locations: The Libraries have numerous and dispersed, formal and informal exhibit spaces (see Appendix B for sample exhibit space photos). The formal spaces include vitrines for book, photograph, and artifact display, as well as some wall space for hanging displays, posters and/or text panels. The formal spaces are located in:
- Smathers Library (Library East), first, second, and third floor
- Library West, second floor
- Marston Science Library, first and second floor
- Health Science Center Library, first and second floor

- Education Library, first floor of library
- Architecture and Fine Arts Library, first floor of library

The Libraries also have many informal spaces for exhibits. These spaces are located throughout the Libraries and can be used for "pop-up" or shorter-term displays. Informal spaces include the Collaboration Commons on the first floor of Marston Science Library, the quiet hallway on the first floor of Smathers Library, and the third floor of Library West, where curators have recently installed a traveling exhibition, on loan from the National Constitutional Center and the American Library Association, focusing on President Abraham Lincoln's struggle to meet the political and constitutional challenges posed by the Civil War (see Appendix B).

Seventeen kiosks will be located in these spaces (see Appendix D for locations identified in floor plans):

- Architecture and Fine Arts Library, first floor   1 kiosk
- Education Library, first floor   1 kiosk
- Smathers Library (East), third floor, Latin American and Caribbean Collections   2 kiosks
- Smathers Library (East), second floor, Judaica Suite   1 kiosk
- Smathers Library (East), second floor, Special & Area Studies Collections Grand Reading Room   2 kiosks
- Smathers Library (East), second floor, Smathers Gallery   1 kiosk
- Smathers Library (East), first floor, Room 100   2 kiosks
- Smathers Library (East), first floor, entrance lobby   1 kiosk
- Library West, third floor   1 kiosk
- Library West, second floor   1 kiosk
- Marston Science Library, first floor, Collaborations Commons   1 kiosk
- Marston Science Library, second floor   1 kiosk
- Health Science Center Libraries, first floor   2 kiosks

In the event that a library sponsored exhibit takes place in another campus location, the kiosks have the flexibility of being relocated with full functionality to enhance the student experience at that exhibit, too.

Background: The Libraries' Exhibits program enhances the research and learning opportunities of UF students by sharing and interpreting the Libraries' collections. Student educational outcomes in a wide variety of disciplines are enhanced by this integration of the Libraries' unique collections into their course curriculum and broader educational pursuits. For examples of recent exhibits see Appendix C. The iPad kiosks will leverage these opportunities to positively impact the learning outcomes for students from virtually all UF disciplines.

Scholarly speakers invited to campus through library partnerships with UF academic units connect students with ideas, experiences and viewpoints from beyond the university. These campus programs are key additions to the traditional classroom, laboratory and studio learning. For examples of recent speakers in the Libraries see Appendix C.

Engaging with Exhibits and Presentations: Currently, students from across all disciplines visit the Libraries for exhibits and presentations. Whether they are attending for credit or serendipitously come across an event, their experience is often one-sided, without the opportunity to engage the content creator (i.e. exhibit curator or presenter). This is especially true for exhibits, because the curators are typically not present, but also the case for large speaker events where meaningful exchanges are difficult or impossible. As a result of this Tech Fee proposal, UF students will directly submit their questions and comments in an unmediated and unfiltered process to the exhibit curators or presenters by using the iPads. This interaction will also allow the students to receive additional relevant materials, such as digitized primary source documents or readings and multimedia files, selected by the professor and/or speaker/curator to increase the educational impact of the exhibit or program experience (see Appendix A for an example).

Each student will also be able to register to receive email updates about the subject area or collection in which they are interested, for example new acquisitions relevant to their studies, or notices of future events associated with these materials, such as other speakers or exhibits. As one student recently posted on the Libraries Facebook

page, "Thank you for this beautiful exhibit! What a lovely surprise!" With this project, the student would have been able to have an unmediated conversation with the exhibit curator, learn about additional related materials, and enter into a discussion more broadly, rather than send a comment that was then routed through several staff members.

Registering Attendance for Course Credit: In addition to supporting educational enrichment, the technology will enable students to register their attendance at exhibits, presentations and events for course credit, when applicable. Many courses across campus, such as *What is the Good Life* which enrolls 6,800 students, require students to attend exhibits and events at pre-set times when instructors are available to take attendance. The current methodology of attendance tracking requires that a professor or TA be available to manually record student participation; occasionally a paper sheet is circulated or the instructors queue a long line of students to record their attendance. The time-consuming, error prone, and non-confidential processes will be greatly improved and streamlined by implementing this Tech Fee proposed project. For both exhibits and presentations, the devices will allow students to register their attendance or visit by swiping their Gator 1 cards. By eliminating a necessary attendance proctor, a wider variety of events and subject matter will be available, in instances where students are receiving course credit.

Tablets, Kiosks, and Software Details: The proposed 17 kiosks and eight mobile tablets will be restricted for the purposes outlined in this project. They will not be available to staff for other purposes or for student check out. Both the kiosks and mobile tablets will be locked in a mode so that visitors can only access the specially designed interface. The highest physical point on the tablet screen will not exceed 48 inches, in order to ensure ADA compliance. Enterprise Systems will develop the necessary software with accessibility principles in mind, taking into consideration users with low visibility as well as other disabilities. The software will only be available through the installed tablets. It will not be available to download on personal mobile devices or web accessible, although that may be developed in the future. All data will be secure and confidential per applicable campus standards. The software will be designed with potential broader campus applications in mind.

Impact/Benefit: Library exhibits and speaker events are important educational opportunities for students that expand and enhance the classroom. This project will leverage and expand upon these opportunities by improving the students' ability to engage experts, to be engaged by experts, to share their opinions and to learn more about topics or materials of use in their academic pursuits in a timely fashion.

A student commented regarding this project, "As an art history student, I was very interested in the exhibit on the *haggadah* books that was on exhibit during the summer. The iPads would have allowed me to ask the curator about the decoration on the books and to request further information. This technology will allow students to communicate their questions and engage the exhibit more fully."

In 2013-2014, Smathers Libraries staff collaborated on 14 major physical exhibitions and over 60 public program events, attended by more than 8,000 people, with additional participants taking advantage of the associated online exhibitions (92,439 page views by 24,386 visitors) and other exhibits (including those in informal exhibit spaces). These programs reflect partnerships with essentially every academic unit on campus and reach students at every level. Diverse exhibits are scheduled for the coming year, including: *When Uncle Sammy Leads the Band: The Bernard S. Parker WWI Sheet Music Collection*; *Albert Einstein: Japanese Impressions; Restoring St. Augustine*; *Women, Science, and Children's Literature*; and *Connecting with Latin American Authors*. Given the number of students participating in the exhibit and presentation events, the cost per user is modest and the potential scholarly impact is impressive.

For your reference, included in Appendix E are discussions of the impact of the exhibit and speaker programs on student learning experiences as well as the opportunities represented by this project by Chloe Dye, Teaching Assistant, *What is the Good Life*; Mitchell Hart, Professor and Alexander Grass Chair, Department of History; Mary Watt, Chair of the Department of Languages, Literatures and Cultures and Associate Professor of Italian; and Sophia Krzys Acord, Associate Director, Center for Humanities in the Public Sphere, and Lecturer, Department of Sociology and Criminology & Law.

"I bring in half a dozen or so guest lecturers each year… While those of us involved in these activities of course hope that they are intellectually or even socially stimulating, we have no way of knowing… It would be wonderful to have these devices handy so that we might get immediate feedback about an event." - Hart

"I think it is an idea whose time has definitely come. Accordingly, I support the request wholeheartedly. Access to iPads at the time of their visit would have allowed my students to ask further questions, provide comments and input, receive follow-up information and related educational materials... In the last two months I have attended several events where iPads would have enhanced the experience; the Vagantes conference and inauguration of the Camus collection come immediately to mind. I know that at the Vagantes conference there were several follow-up questions that begged the use of iPads and I do hope that the next time we hold such a prestigious event that we will have equally prestigious technology in place." – Watt

"…the ability for students to simply swipe their Gator1 card for the record of attendance will give teaching assistants the ability to expose students to a wide variety of events while also informing them of the library facilities… The technology that is available on the iPad is invaluable for all classes, especially those with hundreds of students each semester… I believe that access to this technology will help teaching assistants and professor to broaden the material that they can present to students while also providing them with teachings from excellent scholars that give lectures in Smathers Library." – Dye

"…the libraries (particularly their Special and Area Studies collections) are the living laboratory of the humanities and social science disciplines… I would anticipate that many more instructors begin incorporating exhibition experiences into their classes as a result of this grant, greatly increasing the number of students who interact with primary data in their course areas. …With the availability of dedicated iPads, we would be able to offer students more interactive possibilities to engage with the speaker topics (for example, by asking the speaker a question if they were unable to do so in the Q&A), to contribute to discussions related to the series, to learn about local UF resources that connect to the speaker topic, and to engage non-present peers in the continuing discussion. We also imagine using the iPads to poll or sensitize students about different issues as they arrive, giving the speakers real-time information about their audiences and an ability to make direct connections to the interests of students who are present." - Krzys Acord

Sustainability: Replacement devices, as necessary, will be funded by the Libraries and the data will be stored in server space funded by the Smathers Libraries.

Timeline:
April 30, 2015

> Award notification

May through August 2015

> Software development and testing (funded by Libraries and Enterprise Systems)

August 2015

> Tech Fee funding received and hardware ordered
> Cabling and electric work contracted

September – November 2015

> Cabling and electric work complete
> Devices installed and system implemented
> Coordination with exhibit and speaker sponsors for the Spring semester to determine content, etc.

January 2016

> Program live and fully in use