





*You may have heard of Madison*



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*Photos: [Jeff Miller](#), [Bryce Richter](#),  
UW Madison Communications*



# L&S Learning Support Services

Supporting teaching, learning, and technology in the College of Letters & Science

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## Quick Picks

- Ask the Librarian
- AV Pool
- Digital Learning Lab
- InfoLab
- Report a Problem
- Request a Reservation
- Work with Audio and Video

## Connect with LSS!



## Main Menu

- About LSS
- How-to Guides
- Instructional Technology Consulting
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  - Class Computer Labs
  - InfoLab
  - Learning Lab

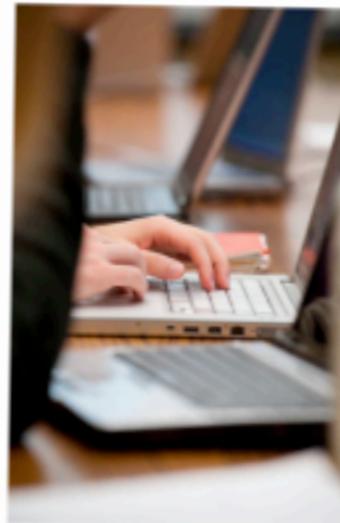
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## LSS News

### Instructor Seminar Series: "Developing your Teaching and Learning Networks" on April 18th

April 17, 2012 by *Theresa Pesavento*

L&S Learning Support Services and DoIT Academic Technology invite you to join us for the seminar series *Principles and Practices of Integrating Technology and Teaching*. [Read more](#) »



[Instructional Technology Consulting](#) [Principles and Practices](#) [Teaching and Learning tools](#) [Workshops](#) [YouTube](#)  
[Add new comment](#)

### Instructor Seminar Series: "Collaborative Teaching and Learning Spaces" wrap up

## Features



How do you find new ideas for teaching and learning? On Facebook: find out where Van Hise instructors get new ideas for their teaching and then share your own!



## Hours

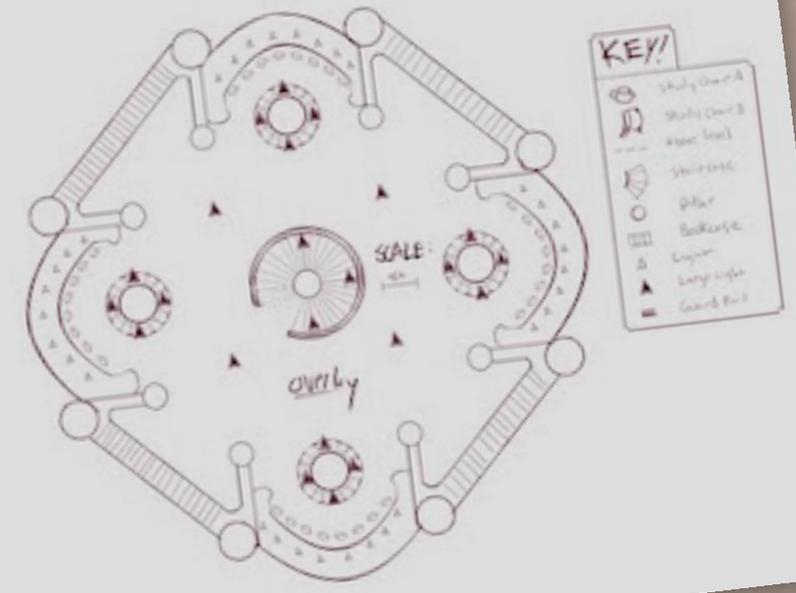
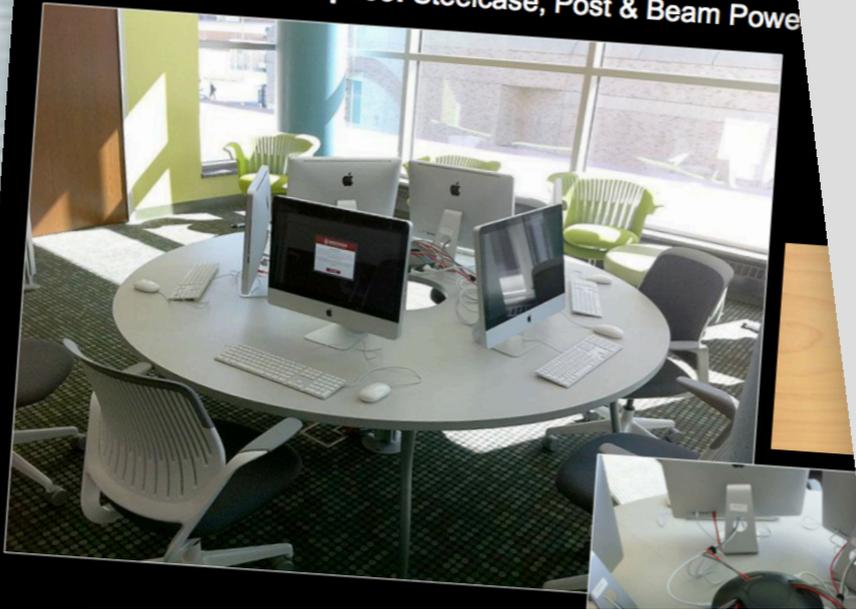
### Spring Semester 2012

The LSS main office (279 Van Hise) is generally open from 8 a.m. to noon, and from 1 p.m. to 4 p.m. All LSS facilities:

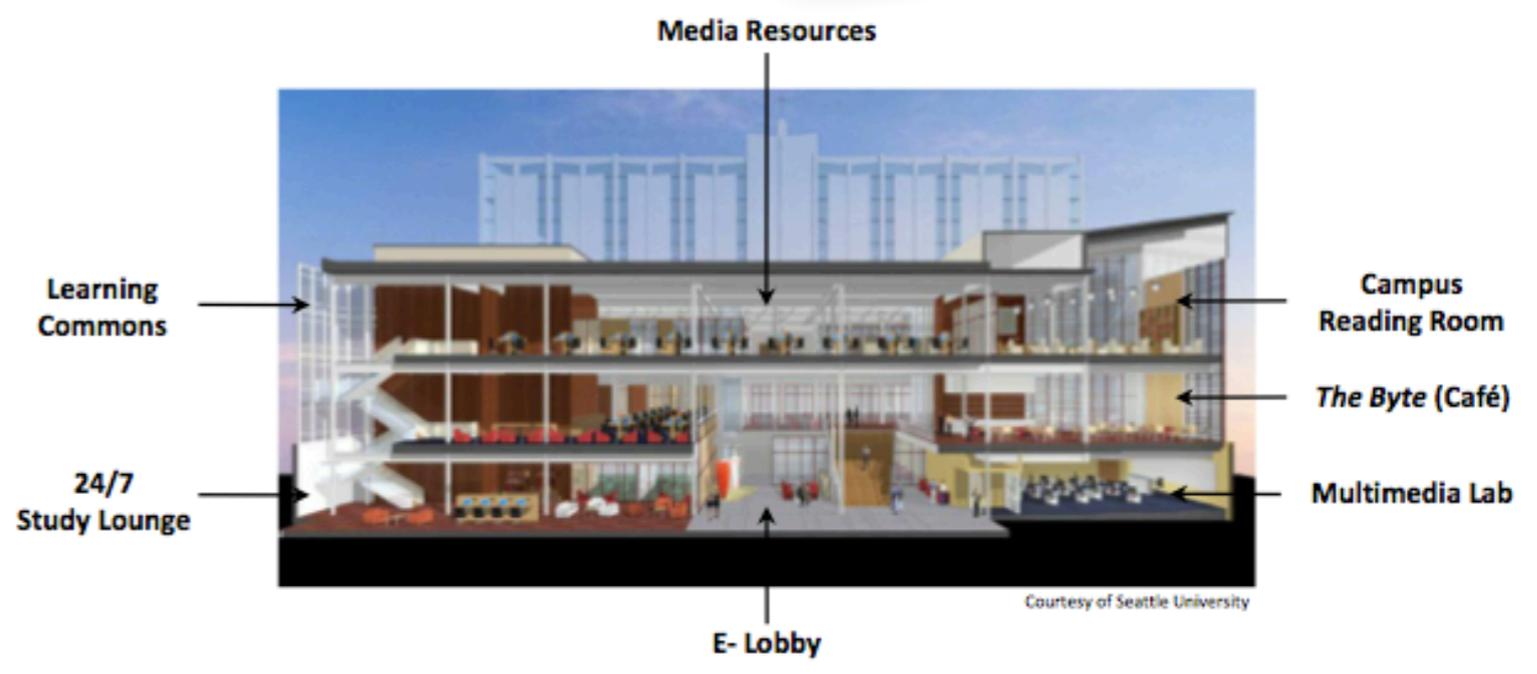




College Library Main Space: Steelcase, Post & Beam Power



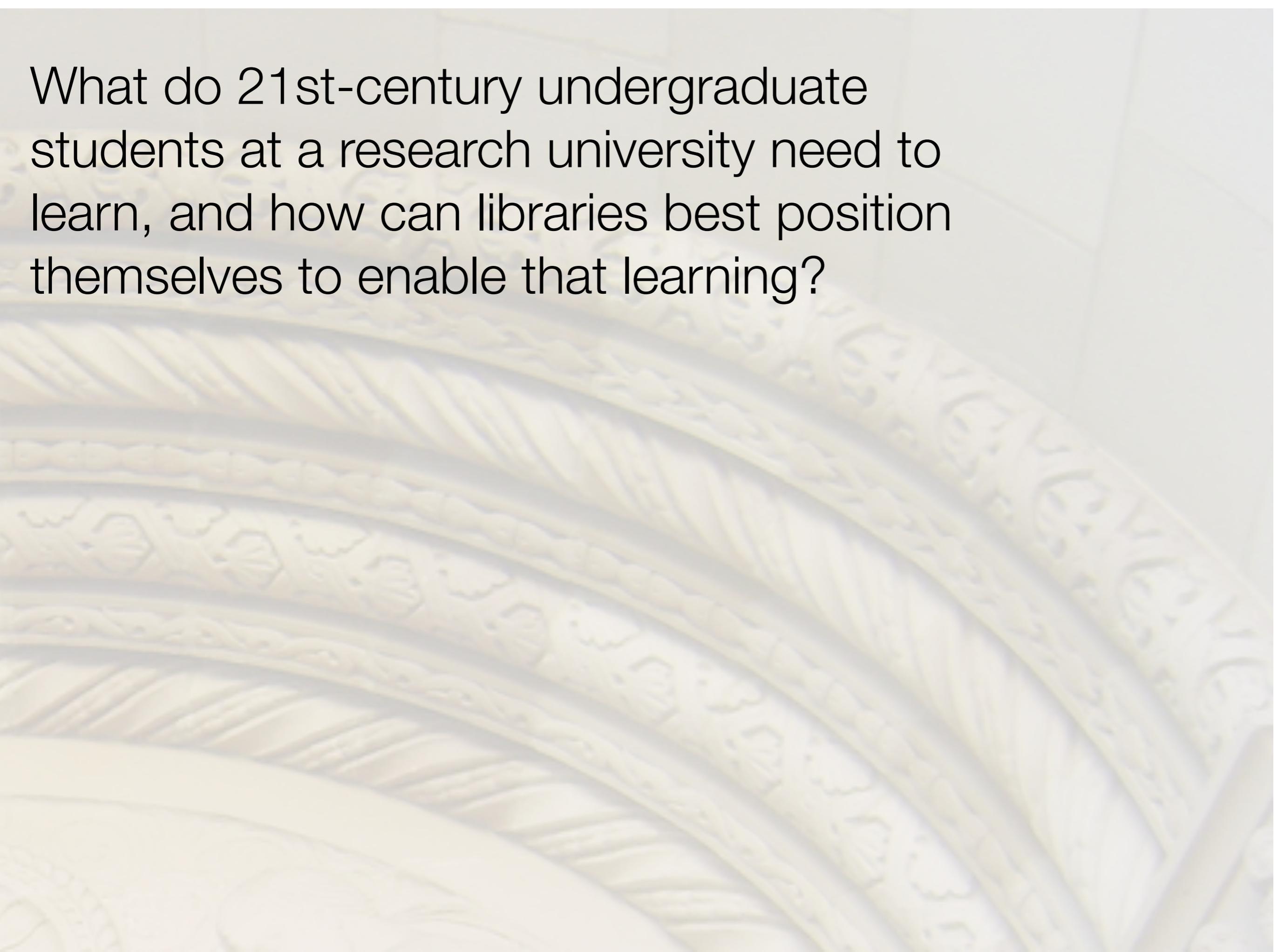
Lemieux Library & McGoldrick Learning Commons, Seattle University



Courtesy of Seattle University

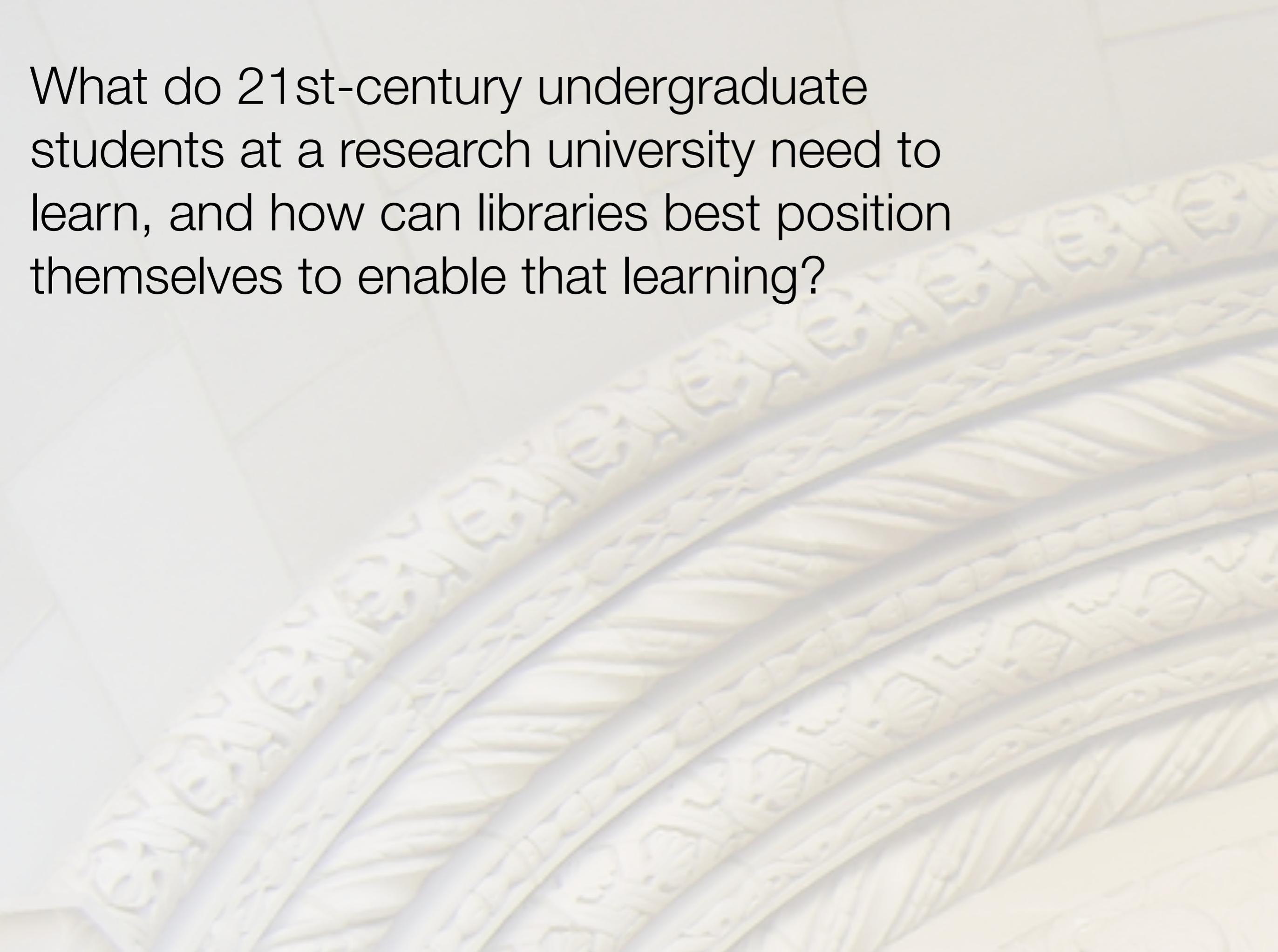
Source: Seattle University.

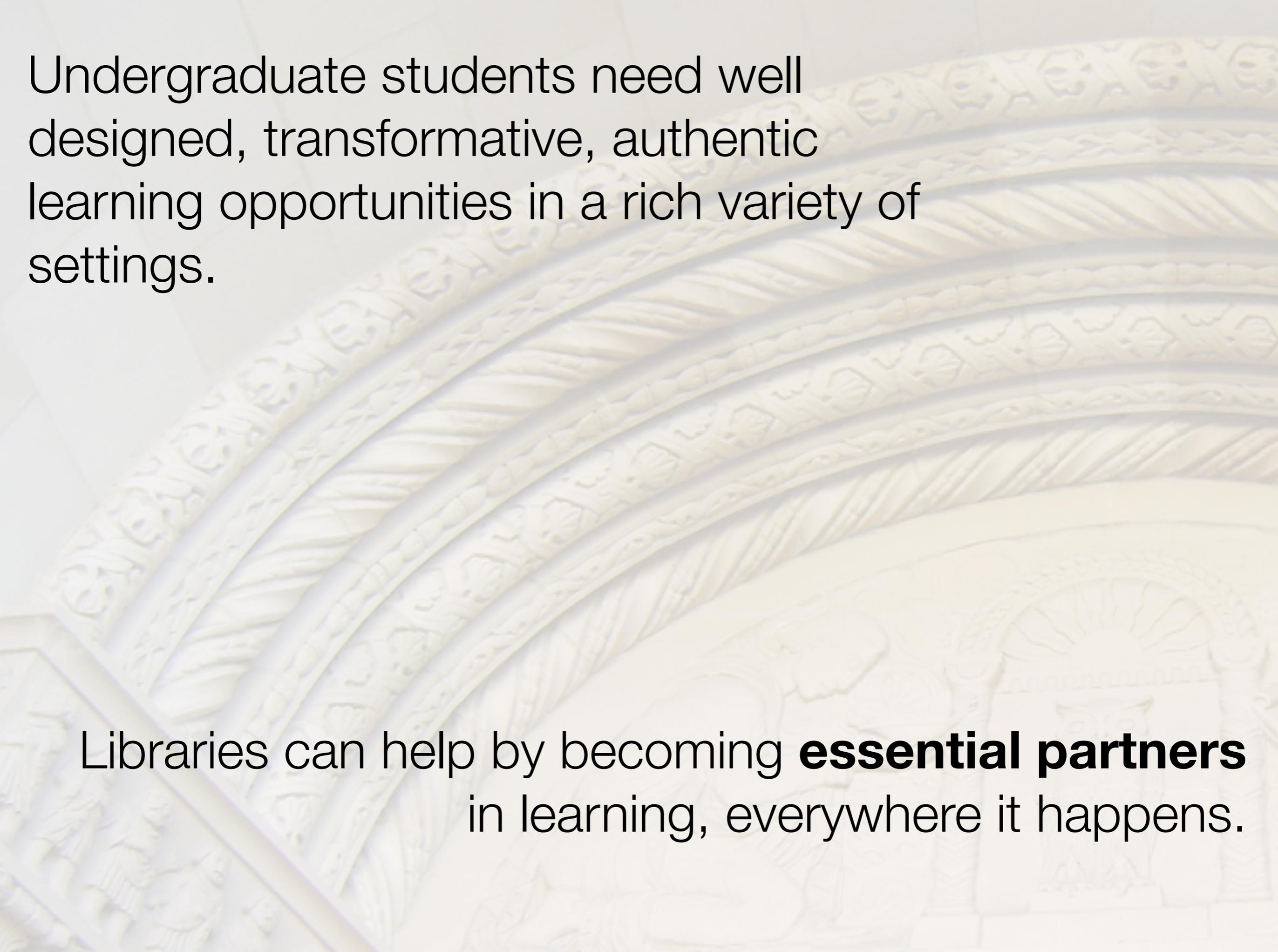
FRONT ELEVATION  
SCALE 1/4" = 1'-0"



What do 21st-century undergraduate students at a research university need to learn, and how can libraries best position themselves to enable that learning?

What do 21st-century undergraduate students at a research university need to learn, and how can libraries best position themselves to enable that learning?





Undergraduate students need well designed, transformative, authentic learning opportunities in a rich variety of settings.

Libraries can help by becoming **essential partners** in learning, everywhere it happens.

If we want to  
be global

we  
have to go  
where  
they are.

#Like



<http://www.flickr.com/photos/misspixels/5785978957/>

This is the future of reference



[http://s3.amazonaws.com/youmedia\\_production/uploaded\\_files/page\\_photos/19/large\\_IMG\\_1268.JPG71254765183](http://s3.amazonaws.com/youmedia_production/uploaded_files/page_photos/19/large_IMG_1268.JPG71254765183)

Skills That Transfer: Transliteracy  
and the Global Librarian (ACRL/NY  
2011 Symposium)

[http://www.slideshare.net/  
lanewilkinson](http://www.slideshare.net/lanewilkinson)

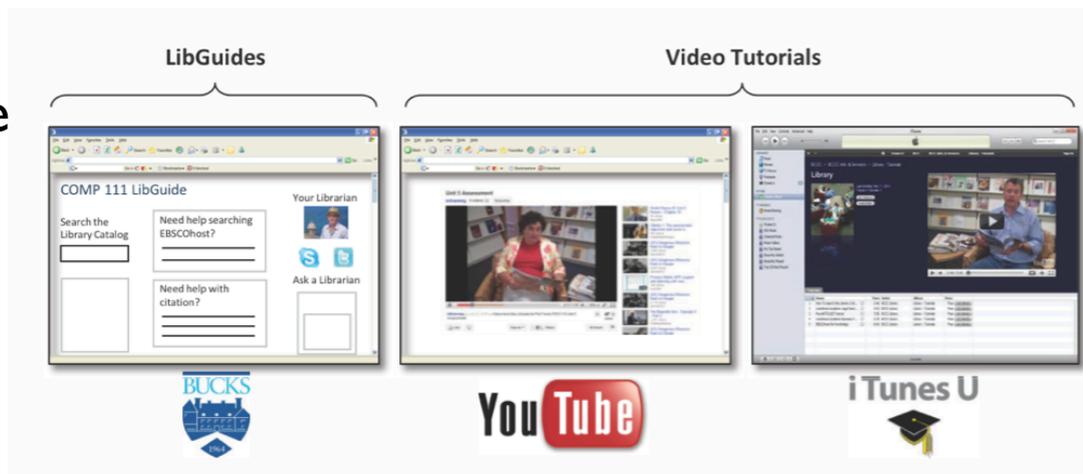
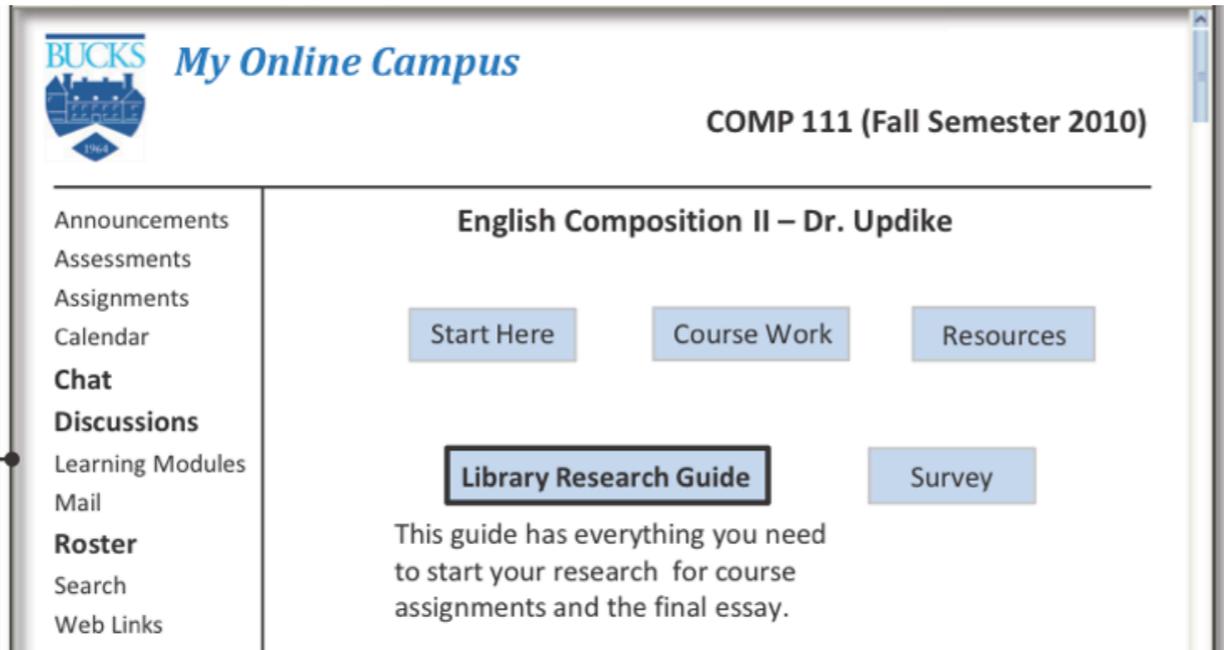
Transliteracy, Customer Services and the  
Future of Reference  
(LACONI Reference Services Section)

[http://  
librariesandtransliteracy.wordpress.com/](http://librariesandtransliteracy.wordpress.com/)

“Entrepreneurial librarians at Bucks County Community College moved beyond attempts to attract students to their offices and began to establish a strong presence in online course portals.”

Librarians participate in online chat and discussions

And leverage high traffic web venues for course support



University Leadership Council.  
“Redefining the Academic Library -  
Managing the Migration to Digital  
Information Services.” 2011.



“We need to think about teaching as a team sport.”

- UW Madison Interim Chancellor David Ward

test tomorrow - didn't understand anything until now :-)) thank you!!!!

[stardollstylista](#) 21 hours ago

Using this to study for an Evolutionary Biology test. Funny and easy to understand! Thanks!

[L33tDragonPriestess](#) 2 weeks ago

ha good video learnt more, and helped understand what the founder effect was about.

[samuel1234596](#) 1 month ago

This is great guys well done :)

[hatboxman92](#) 3 months ago

so awesome

[lordthorpez](#) 10 months ago

Great video , helped me a lot for my anthropology class. Great work.

[Kctheuptowngirl](#) 1 year ago

Awesome video...loved the sound effects. Nice.

[mferguson49](#) 1 year ago

Epic sound effects! lol

[striker1224](#) 1 year ago

YouTube  Browse | Movie

## Founder Effect, Bottle Necking, and Genetic Drift

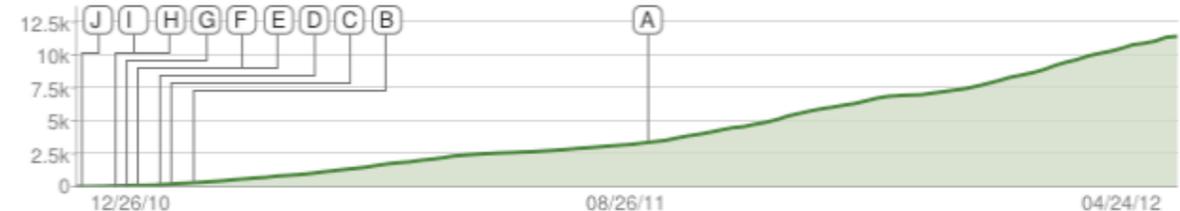
[UWMadIntroBio](#) [Subscribe](#) 29 videos



2:01 / 2:56

Like Dislike Add to Share 11,495

Total views: 11,495



Ratings: 58  
Likes: 58  
Dislikes: 0

Comments: 24 Favorites: 21

Significant discovery events

Date	Event	Views
<a href="#">A</a> 09/05/11	First referral from YouTube search – <a href="#">genetic drift animation</a>	163
<a href="#">B</a> 02/17/11	First referral from YouTube search – <a href="#">bottleneck effect</a>	214

Student produced science tutorials in Biology 151 Honors



**L&S LSS**  
@UWLSS



Awesome!! So glad to hear it! (we miss you!)  
[@meenazia](#) > Psyched about how often I'm using  
the knowledge I gained from working at [@UWLSS!](#)

8:53 PM - 2 Jul 11 via SocialEngage · Embed this Tweet

[← Reply](#) [↻ Retweet](#) [★ Favorite](#)



Undergraduate students need active engagement with enduring questions and real world challenges.

Libraries can help by providing **irresistible invitations** to discover and create new ideas, knowledge, and ways knowing.

## Essential Learning Outcomes for UW–Madison Students

*These learning outcomes were adapted from those developed through extensive national surveys and interviews done by the Association of American Colleges & Universities with employers, faculty, staff, and alumni, asking the basic question, “What qualities and skills do you want in college graduates?”*

Beginning in their first year, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges.

### Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused by engagement with big questions, both contemporary and enduring*

### Intellectual and Practical Skills

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information, media, and technology literacy
- Teamwork and problem solving

*Practiced extensively across the curriculum in the context of progressively more challenging problems, projects, and standards for performance*

### Personal and Social Responsibility

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored through active involvement with diverse communities and real-world challenges*

### Integrative Learning

- Synthesis and advanced accomplishment across general and specialized studies
- Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*

We urge you to explore these opportunities at [www.learning.wisc.edu](http://www.learning.wisc.edu)  
or contact the Division of Student Life at 608-263-5700, or  
the Office of the Vice Provost for Teaching and Learning at 608-262-5246.

All photos by University Communications.

## The Wisconsin Experience and The Essential Learning Outcomes



Division of Student Life • Office of the Provost for Teaching and Learning

The “Wisconsin Experience” (<http://www.learning.wisc.edu/>) is framed on the AAC&U’s “Essential Learning Outcomes”

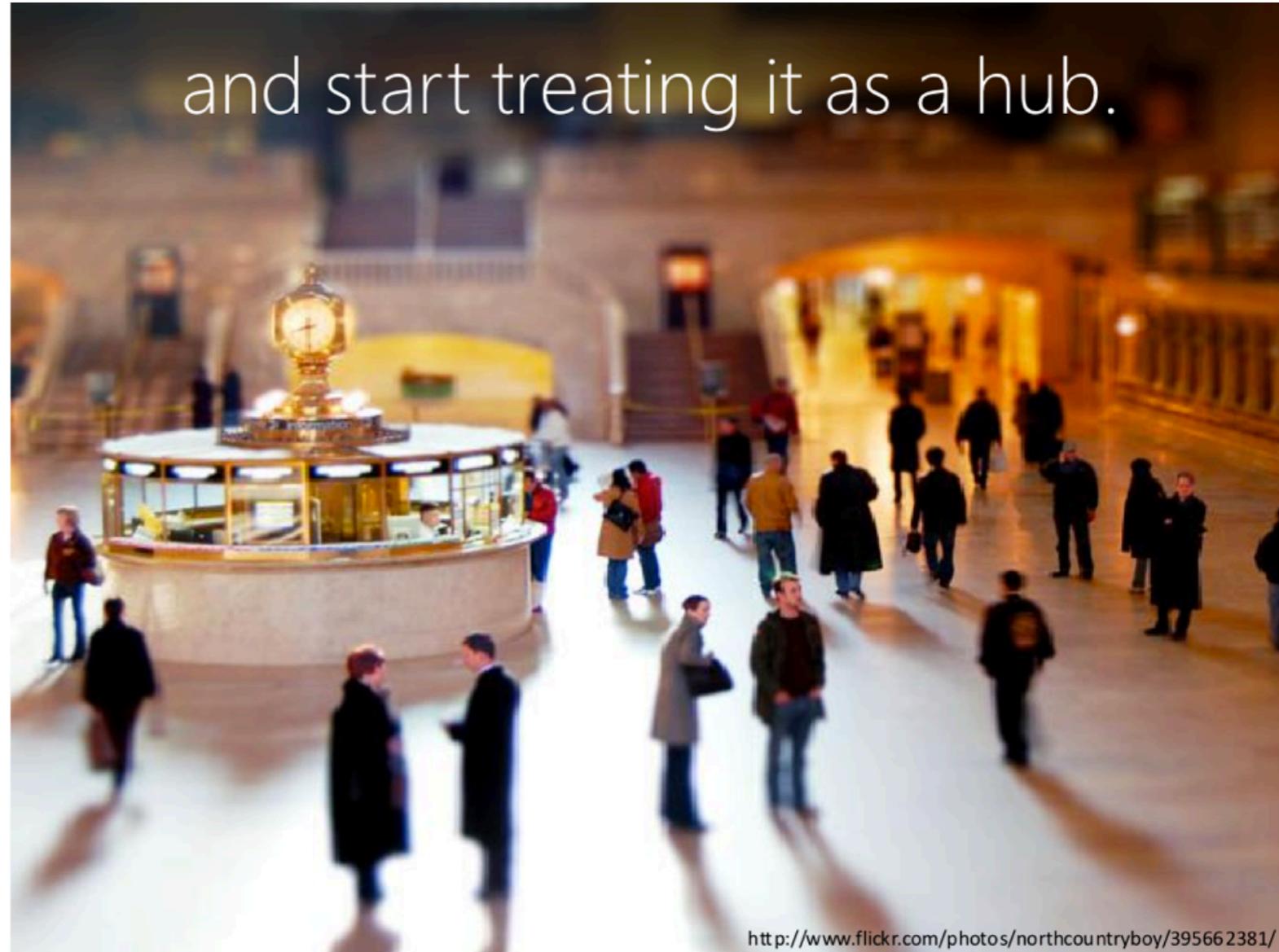
<http://www.flickr.com/photos/kevindean/5836900722/>



As global librarians,  
we can stop treating  
the library as a destination

Skills That Transfer:  
Transliteracy and the Global  
Librarian (ACRL/NY 2011  
Symposium)  
[http://www.slideshare.net/  
lanewilkinson](http://www.slideshare.net/lanewilkinson)

and start treating it as a hub.



<http://www.flickr.com/photos/northcountryboy/395662381/>



“The College Library  
Media Studio combines  
studio and lab  
environments to produce  
rich learning experiences  
in innovative courses.”

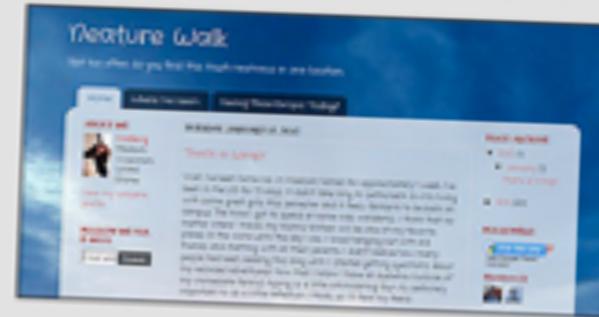
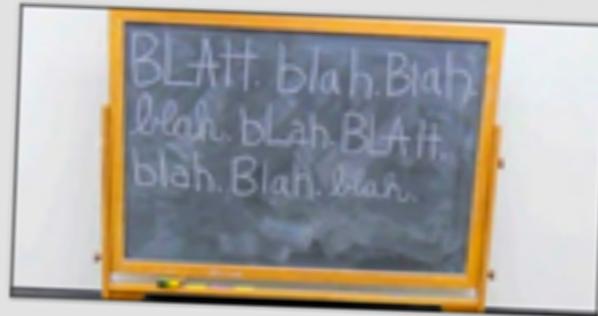
<http://dighum.wisc.edu/>



3RD ANNUAL

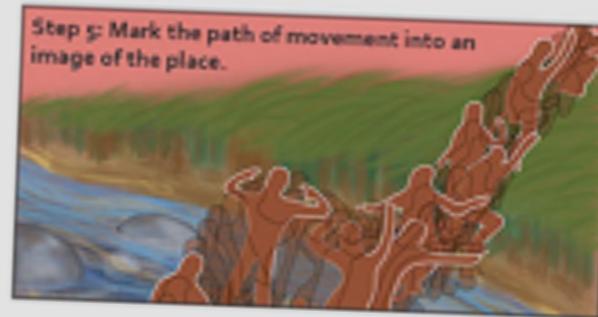
# DIGITAL SALON

SHOWCASING STUDENT MEDIA PROJECTS AT UW-MADISON



THIS EXHIBITION FEATURES NEW MEDIA UNDERGRADUATE AND GRADUATE STUDENTS PROJECTS WERE PRODUCED IN A VARIETY SEMINAR, AND EXTRA-CURRICULAR - AND DIGITAL IMAGES, ANIMATIONS, EXPERIM KUCHA PRESENTATIONS, AND GRAPHIC ES EXHIBITION THUS PRESENTS CREATIVE A BOTH ESTABLISHED AND EMERGING GENRE

PLEASE CLICK ANYWHERE TO PROCE



UW Madison's Digital Salon, a partnership between the Center for Digital Humanities and College Library, is a showcase for creative and analytical works.



Undergraduate students need increasingly sophisticated and **adaptive relationships** with information and information technology.

Libraries can help through an **evolving, vibrant, student-centered information literacy program.**

“College students think of information seeking as a rote process and tend to use the same small set of information resources no matter their question.”

Weiner, Sharon A.

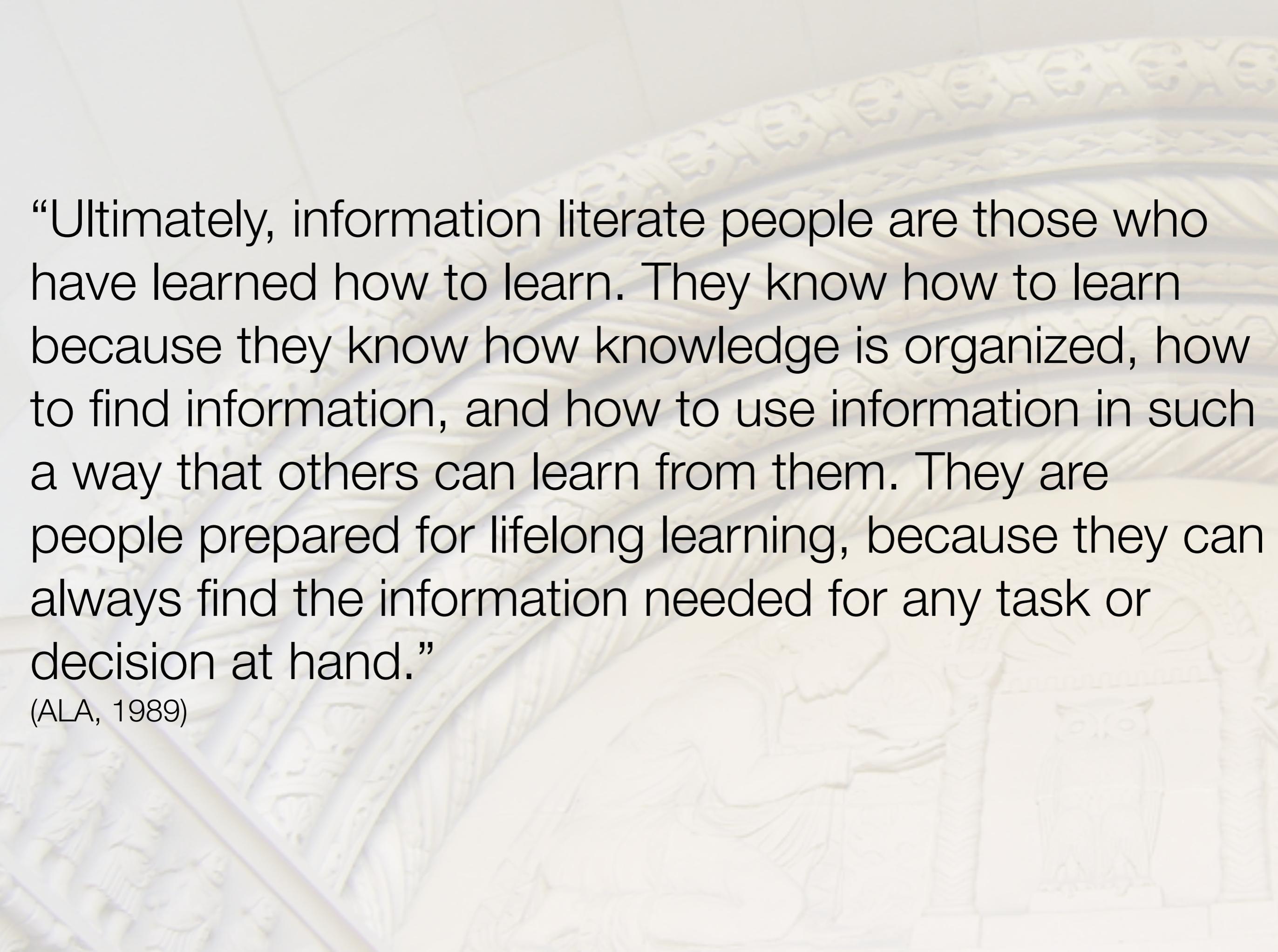
“Information Literacy: A Neglected Core Competency” EDUCAUSE Quarterly 33.1 (2010).

“Even though many students may consider themselves adept at evaluating information ... the sheer act of just getting started on research assignments and defining a research inquiry was overwhelming....”

Head, A. J, and M. B Eisenberg.

“TRUTH BE TOLD: How College Students Evaluate and Use Information in the Digital Age.”

<http://projectinfolit.org>



“Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.”

(ALA, 1989)