

### Media Trends and Education

**Libbie McPhaul-Moore, Coordinator of Distance Education**

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 the opportunity for life-long learning will increase.

According to The 2006-2016 KnowledgeWorks and the Institute for the Future's (2006) *Map of Future Forces*, these are the key media trends affecting education:

1. Personal digital media – Education will become more collaborative, social, and interactive. The emphasis will be on individual expression, while at the same time forming social groups. This includes tools such as web logs, wikis, and social bookmarking.
2. Urban computing - The physical setting will become an enriched learning environment. Students will be able to take learning anywhere—the mall, the park, etc. Tools and devices include wireless connectivity, portable communication devices, global information systems, and location-based applications.
3. Serious games – A new pedagogy will involve role-playing in the form of gaming. The Sims and World of Warcraft are good examples. All will rely on cooperative team-work, critical thinking, and problem-solving.

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, they are spending more time with digital media than they are television. 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 & KnowledgeWorks Foundation. (2006). *Map of Forces Affecting Education*. Retrieved November 11, 2007 from the World Wide Web: <http://www.kwfdn.org/map/map.aspx>

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](http://www.siiia.net/education/pubs/VisionBooklet_2007.pdf)

### National Library Week . . . April 13-19, 2008

**Vanessa Nwanze, 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 bring 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 and offering activities through National Library Week. The Learning Resources Centers will be informing the College community of the dates and times of activities and informational sessions during National Library Week.

Look for @your library theme throughout the week of April 13-19, 2008.

## Roxboro Film Advisory Committee Established Lionell Parker, Librarian, Caswell Resources Center

What began as a Pre- Holiday Sale and showing of **Movies of Local People**, Roxboro Films Restored with music on a DVD sponsored by Piedmont Community College through its Gordon P Allen Learning Resources Center, has grown to be much more. When the Gordon P. Allen LRC treated many Roxboro citizens to a taste of Roxboro's past, several persons came out to see early scenes of Roxboro, North Carolina. The demand caused the LRC to have three locations for the Video showing.



**Front row from left to right:** Joanie Wrenn, Nettie Wrenn, Janie Pecarina, Ruth Green, Marlene Coulter, and Angel Solomon  
**Back row from left to right:** Ruffin Woody, Bruce Wrenn, Bradford Walker, Bruce Clayton, Edward Green, and John Walker

“What I thought was going to be an innovative approach to marketing the new DVD format of the Film, turned out to be much more,” said Gretchen Bell, Dean of the Learning Resources Centers and Distance Education. We took an innovative approach to making an event of the film sale and that is just what happened. It became an event similar to a class or family reunion of sorts. Many of the local people started to spread the word about the film and invited their friends to meet them at the showing. We had our most successful sale of the DVDs following that event. After becoming familiar with many of the community

members who were identifying many of the people on the DVD, it gave me an idea to have them help the LRC put captions on the films.”

“I was amazed at the interest, and several of the patrons had several stories to tell about the people and places in the film. It was truly an event which showed a sense of community and well being,” said Gretchen Bell. According to Bell, she and her staff, conceptualized having as a part of the Spring Open house and in celebration of National Library week a Guess Who Party, where members of the community would come in and help identify folks in the film. As a result of last year's National Library Open House Film event, there was a core group of viewers who wanted to help identify people in the film and committed themselves to helping out. It was the LRC's way of keeping the community involved with Piedmont Community College. So with the help of Angel Solomon, Joseph Solomon, Deborah Brown, Lionell Parker and Dean Bell, the Roxboro Films Advisory Committee was established with a core group of Roxboro natives and spouses. Mrs. Solomon, an Instructor of English and Humanities at Piedmont CC volunteered to assist in the captioning of the films.

The Roxboro Films Advisory Committee has met for once a month on Sunday afternoons and shared stories and identifications of people in the Films. The stories have lead to sharing of genealogy information with each other and staff .

The twin set DVDs featured footage of people, events, and landmarks of Roxboro, NC from 1937-1941. The continued development of these films has allowed senior citizens to express and to share with their family and friends the excitement and enthusiasm of seeing Roxboro, a blast from the past. “From all indications, our efforts were successful,” Bell said.

### The Nature of Writing Thad Wilkerson (student)

My writing is like a walk in the woods as I seek my text amidst the beauty of nature. Entering the forest to select a topic, I find a welcome mat of leaves, pine needles, dead wood, and green ferns that provide a greeting to come and stay a while. There is much to write about - the tall Pine trees, the enormous Beech that began its life hundreds of years ago, and nestled under the umbrella of its mighty arms, a tiny seedling is beginning its journey through time. Ideas for my script continue to flow, influenced by my surroundings. The spider's web reminds me I am in someone else's home. As the seasons change the appearance of the forest, so follows the flow of this writer's pen. This walk must never end.

### An Afternoon Adventure Donna Long (student)

My writing is like an afternoon carousel ride at Northgate Mall, just past Highway 501 in Durham. I begin by choosing which beautifully painted horse I wish to sit upon as carefully as I would select the title of my written work. As the cheerful music begins to play, the motion starts, and my essay progresses. Ideas continue to flood my mind as the aroma of warm cinnamon rolls linger in the air. The ride and my story come to an end much too soon, and I am forced to dismount the steed and end the tale. I anxiously anticipate my next merry-go-round adventure, but I am aware they are much like composed writings; they are on a time schedule, and they leave me wanting more.