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Article

The DIY Digital Exhibition Experience at Tarrant County College

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Abstract

The Northeast Campus Library of Tarrant County College District in Texas used a Title III Grant to support an innovative project consisting of repurposing old laptops as digital exhibition platforms available to students, faculty and staff. A small number of the frames are used for library promotion displaying FAQs, new acquisitions, and events. The rest of the digital frames are used for exhibition purposes. The project's mission is to promote student success by increasing library attendance, promote the use of library services by building dynamic and long-term partnerships with other departments, and provide exposure and recognition to students, faculty and staff members. This paper describes the project from the grant application to the preparation and installation of the frames, as well as the evaluation of the project.

Tarrant County College District has five campuses and several learning centers throughout Fort Worth, Arlington, and Hurst. The Northeast Campus Library, located in Hurst, Texas, is the largest in terms of collection and square footage. It serves a diverse population of 16,956 credit students, as of fall 2012. In April 2012, the District conducted

a survey to gather insights on how students use the libraries. Thirty five percent of the 341 Northeast students who responded stated that they visit the library monthly, yet 47% responded they have never attended a library instructional program. The survey results also showed that over 65% of the Northeast student respondents are unaware of library services such as TCC LibGuides and Chat with a Librarian (Tarrant County College District, 2012).

The librarians at Northeast want students and faculty to think of the library as a place of collaboration, learning, and creativity as well as a place for research assistance, so the librarians decided to promote library services and resources to students, faculty, and staff to increase user traffic numbers. To begin, the library increased the number of library instruction sessions in fall 2012 and scheduled more departmental meetings with faculty members than in previous semesters. The library also applied for, and received, a Title III Grant to support an innovative project to repurpose old laptops as digital exhibition platforms available for student, faculty and staff exhibitions. The goal with this grant project is to deepen the partnership with the Art Department by creating a new avenue for exhibits both in the library and across the campus through the use of digital displays. Offering a digital exhibition platform represents a unique opportunity for students to display their born-digital artworks in their original formats before transferring them to other media (e.g., print photography). Over the years, the Northeast library has hosted many successful student exhibitions. Because of the collaboration with the Art Department for these exhibitions in the past, this project provided the staff with an opportunity to strengthen the ties with the Art Department faculty. The Title III Grant experience is the basis for this article.

Literature Review

Over the last few years, libraries have gone from using static paper signs to PowerPoint slideshows to digital signage (Larson & Quam, 2010) to promote their services and events. While most libraries are using digital solutions as an alternative to traditional library signage, many have found unanticipated uses for these digital platforms. The University of California (UC) - Merced Library planners imagined digital signage as not only a solution to overcome the static nature and the ineffective rendition of paper signage due to its overuse, but also as a means to open new channels of communication, learning, and engagement among the campus community (Barclay, Bustos, & Smith, 2010). Although the digital displays installed at the UC-Merced Library didn't meet all the desired capabilities set by the planners, the outcome was superior to the traditional signage (Barclay et al., 2010). The displays were used to inform students and faculty about library services, new books, and librarian contact information among other informational purposes. In addition, the library digital signage displayed student-produced digital artwork, and recognized friends of the university and the library in a more attractive and effective manner (Barclay et al., 2010).

Cincinnati Library users experienced the benefit of digital displays in a different way. With the help of Electronic Art, a Cincinnati-based interactive agency specializing in

computer kiosks and digital signage, the library installed two 52-inch flat-panel interactive touch-screens to showcase the restored Cincinnati Riverfront Panorama of 1848 daguerreotype (“Electronic Art touch-screen”, 2010). The daguerreotype, consisting of eight slides covering two miles of Cincinnati’s riverfront, had never been available to the public before (“Electronic Art touch-screen”, 2010). The digital exhibit allows patrons to appreciate its historical value in an interactive manner while preserving the original work. The digital display is now on permanent display in the Joseph S. Stern, Jr. Cincinnati Room at the Cincinnati Library (“Electronic Art touch-screen”, 2010). A similar project was introduced in London, England where archival photographs were displayed on 40-inch LCD screens in libraries throughout south-west London (“Signage of the times”, 2008). Columbus (Ga.) Library opted for a network-enabled digital signage system to eliminate the paper signs and communicate with patrons effectively (“Potomac digital signage”, 2010). The system allows library staff to create and update content displayed on local and remote locations from one main enterprise manager (“Potomac digital signage”, 2010).

The Digital Display Platforms at TCC

Tarrant County College introduced digital signage throughout the District, including the Northeast Campus Library. Forty-inch monitors display centrally-managed content such as news, events, weather, and emergency alerts. The library can suggest content to be shared with the entire District, but in order to target our own users and to keep costs down, the Library decided to build its own digital signage in-house. The Library’s digital display platforms are made from 30 Dell Latitude PP01L repurposed laptops which run Windows XP and are able to display multimedia content with an optimum resolution of 1024x768 pixels. With the funding from a Title III Grant, these old laptops were converted to digital frames that can be displayed inside the library as well as in other locations throughout the campus. With few modifications, the laptops are embedded inside wooden frames with only the LCD screens visible through the inner paper frames. Multiple exhibitions can be held simultaneously in different areas of the library. Four individual units are used for promotional purposes displaying FAQs, new arrivals, and events. These units have been installed in four areas of the main level of the library (see Figure 1). The remaining units are used for exhibition purposes. Exhibit curators have the option to use a set of five or six units for each exhibit (see Figures 2 and 3). There are three permanent locations as well as additional platforms that can either be installed individually or as one exhibit. These platforms can be hung on the art wall of the library or they can be arranged in other ways. The most important factor is that they need to be near enough to an electrical outlet so as not to create a hazardous walkway. Each platform can display a single picture, a series of pictures presented as a slideshow, video recordings, or audio recordings.

Figure 1. Promotional frame installed adjacent to the Legal Collection.

Figure 2. Exhibit with five digital platforms.

Figure 3. Exhibit with six digital platforms.

The Title III Grant

This project was made possible by the 2012-2013 Faculty/Staff Grants Supporting Student Success funded by TCCD's U.S. Department of Education Title III, Part A, Strengthening Institutions Program Grant (Title III, Part A) also known by the acronym Project SSSTRONG (Strengthening Student Success Transformations Reaching ONward to Graduation). The Title III Grant is part of TCCD's Student Success Division and projects awarded must address at least one of the following objectives:

- Increase the percentage of TCCD students making A, B, or C grades in developmental courses compared with grades from 2007-2008.
- Increase the percentage of students meeting college readiness requirements within a three-year tracking period, compared with 2007-2008 baseline data.
- Increase faculty/staff knowledge of and skills in replicating promising and best practices designed to increase student success, persistence, and completion.
- Increase persistence rates among TCCD students.
- Increase graduation and transfer rates among TCCD students.

Although our comprehension of the project and its potential positive impact on students was clear, it was difficult for the Library to put it in words and tie it to the objectives of the grant. The Library's first application was eventually returned with an invitation to apply again and explain more in depth how the project would function and, more importantly, how it can impact student success.

In the second round, the Chairs of the Art Department and the Photography Department were asked to support the project and to collaborate with the Library to build a long-term partnership by displaying Art and Photography student work using the digital platforms. Working together the library decided to address the grant's objectives of increasing student success, persistence rates, and completion by:

- Increasing student attendance and use of the library services.
- Developing a digital exhibition program open to students, faculty and staff.
- Providing exhibition users the opportunity to become part of a digital publishing project housed in the TCCD Northeast Campus Library Archives.

While writing the grant application, a prototype of the digital display platforms was built. Successful tests were run on both software and hardware to ensure the operability of the unit. The proposed project timeline set mid-spring 2013 for the first exhibition, with all exhibits available to welcome new students in fall 2013. The grant application also included measurable outcomes, sustainability, a budget, and an evaluation plan.

Building the Digital Platforms

Repurposing laptops as digital platforms is not a new concept; there are many online tutorials available to provide instruction. The main source of inspiration for the Northeast Campus Library project was a website by Werner Heuser (http://repair4laptop.org/notebook_picture_frame.html). This website lists links to many free do-it-yourself instructions to make digital frames from a variety of laptop brands.

Because the repurposed laptops will be used in a public building, security was an important aspect to consider along with aesthetics and ease of use. The platforms have to be light and easy to install. Because the frames have to be powered for an extended period of time, the heat generated by the electronic components was a major concern. Also, the frames have to look appealing and blend with their surrounding environment. And finally, the system running the digital displays has to be easy to operate and require little or no maintenance.

The Hardware

The dimensions of the Dell Latitude PP01L laptops used in this project are 12.5" x 10" x 2.5". Learning from previous experiences listed on Heuser's website, we decided to take apart the laptops and keep only the necessary parts in order to be able to house them in

wooden frames. We ended up keeping the motherboard, the LCD screen, the hard drive, and the power supply, reducing its weight from 6.5 pounds to 4 pounds.

To create a frame, we opted for 12" x 16" Walnut Shadow Box Display cases available from Hobby Lobby. Their 1 3/4" depth makes them perfect to house all the laptop parts and have enough space for air circulation. Also the 2 1/2” flat wooden frame makes the frame easy to hang on the wall or sit on a table.

We couldn’t find a pre-made matte to fit the dimensions of the 14.1-inch LCD monitors (11.3" x 8.4") but we decided to fashion our own paper mattes. We used Bright White Student Bristol Smooth Paper (18" x 24", 100 lb.). Its smooth surface makes it easy to cut and from each sheet we produced two paper mattes.

In order to secure the laptop parts inside the frame, we decided to use foam project boards. On most of the examples listed on Heuser’s website, the laptop parts are either glued directly to the frame or secured using wood panels. Using the lightweight foam boards made them easy to handle and rigid enough to keep the parts from moving.

The first layer of the board was used to secure the LCD screen on top of the paper matte. The paper matte was cut to fit the inner part of the LCD screen, but the foam board was cut to fit the outside frame of the screen to keep it from shifting (see Figure 4). The next layer was cut in a U-shape to secure the motherboard and also to lift it from the screen leaving enough space for air circulation (see Figure 5). And finally, six 1” x 2” layers of the foam board were glued together to form a cube. We used six cubes inside each frame to support the back cover.

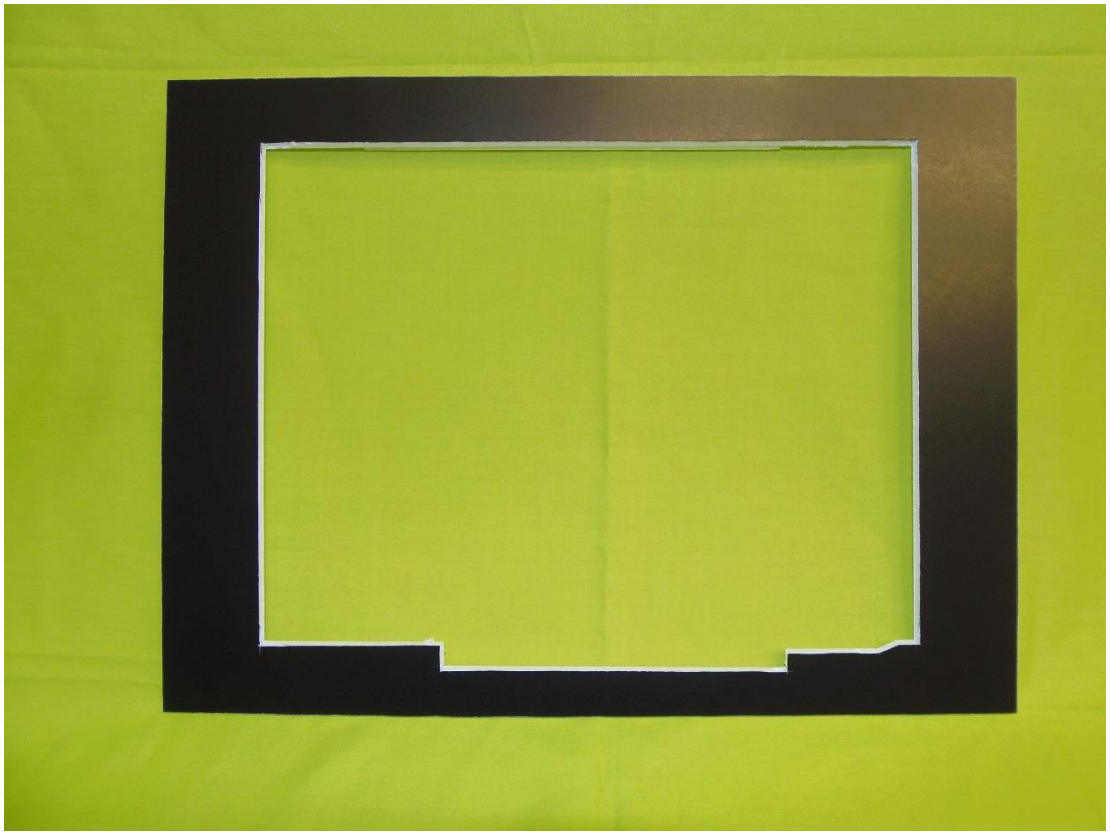

Figure 4. Foam board to secure the LCD screen.

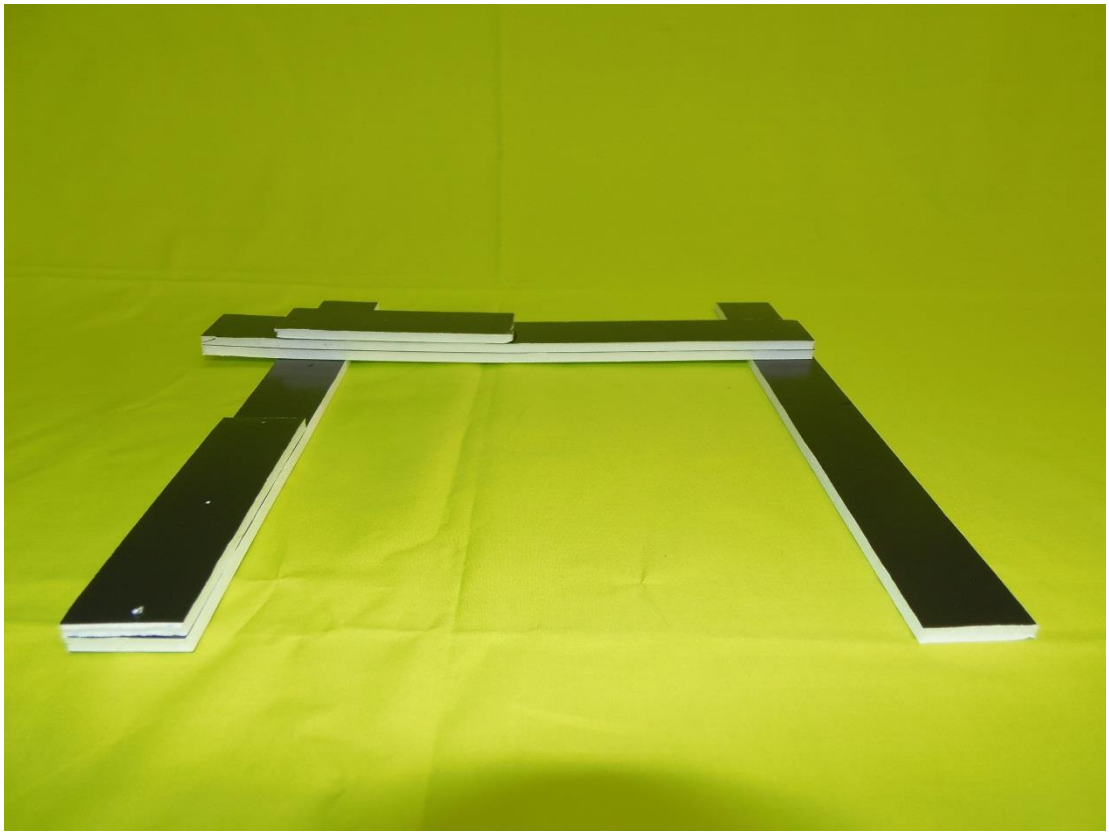

Figure 5. Foam board to secure the motherboard.

Before we could cover the shadow box, we had to make five one-inch vent holes on the cover for air circulation and one hole to reach the power button (see Figure 6). We also made two small cuts for the power cable, one for a vertical orientation and the second for a horizontal orientation. And the last modification to the cover was for the USB cable. We used a foot-long USB extension cable plugged into the motherboard in one side while the other side resides outside the cover making it easy to access without the need to open the frame (see Figure 7). Figure 8 illustrates all the laptop parts housed inside the shadow box frame.

Figure 6. Holes in back cover for air circulation and power button.

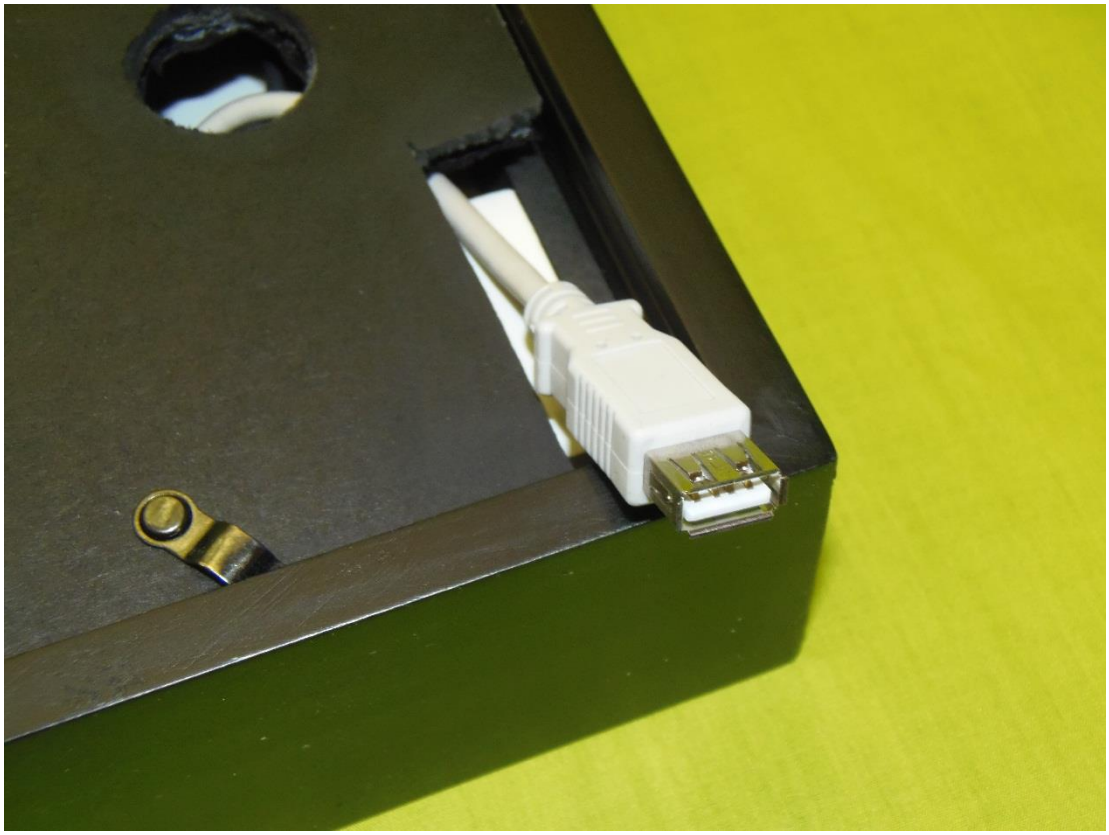

Figure 7. USB cable resides outside the cover.

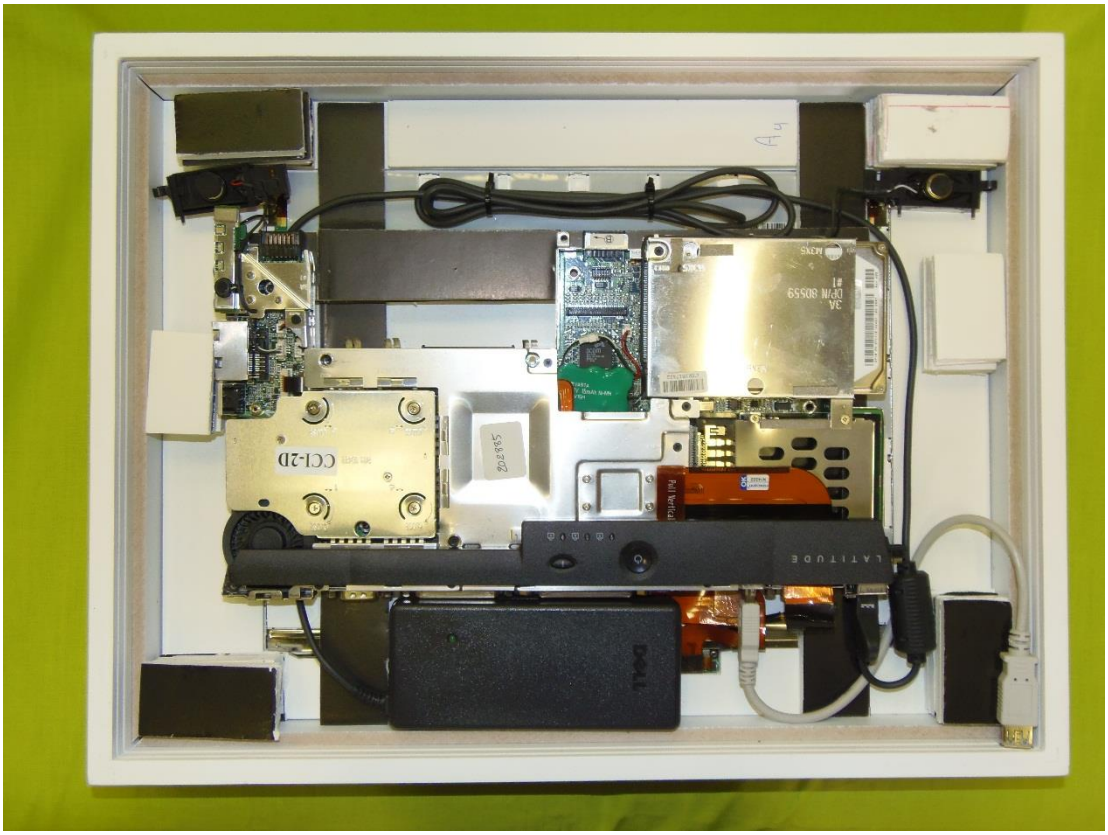

Figure 8. All laptop parts housed inside the wooden frame.

The System

Our initial goal was to be able to display pictures as slideshows and eventually to add video and sound. We also wanted to be able to automatically power the laptops on and off. The examples from Heuser's website are very diverse. But most of them are meant to be used by one person in one location. Since our project laptops are Wifi enabled, the ideal situation would have been to join them to the network and manipulate them remotely. However, Windows XP is not supported by our IT department, so we decided to use them as stand-alone units instead. Therefore, we have to walk to each unit individually in order to change its content.

We started by creating a fresh Windows XP installation without any additional programs. From the setup, we set the Auto Mode On to "everyday" and the Auto On Time to 7:45 a.m. We used Windows Task Scheduler to run a shutdown command every day at 9:45 p.m. To keep things simple, we decided to use the Windows default screen saver to manage the content. The pictures are saved to the My Pictures folder and after a period of idle, the slideshow starts.

In order to keep the system running smoothly in the backend without interfering with the slideshow, we used Windows Group Policies to make these changes:

- Turn off notification area cleanup.
- Remove balloon tips on start menu items.
- Hide the notification area.
- Hide custom toolbars in the taskbar.
- Disable all items on desktop.
- Hide the getting started welcome screen at logon.
- Turn off windows update device driver search prompt.
- Disable Windows automatic updates.

We also changed the Power Option Settings in order to keep the monitor powered on all the time. To reduce the hard drive usage, we enabled these settings:

- Change turn off monitor to “never”.
- Turn off hard drive after 3 minutes.
- Change system standby to “never”.

On the Windows Display Properties, we started by changing the default Desktop background to a custom background promoting the project (see Figure 9). Before the screensaver starts after one minute of idle, the promotional message is displayed. We also changed the display setting to 1024 by 768 pixels.

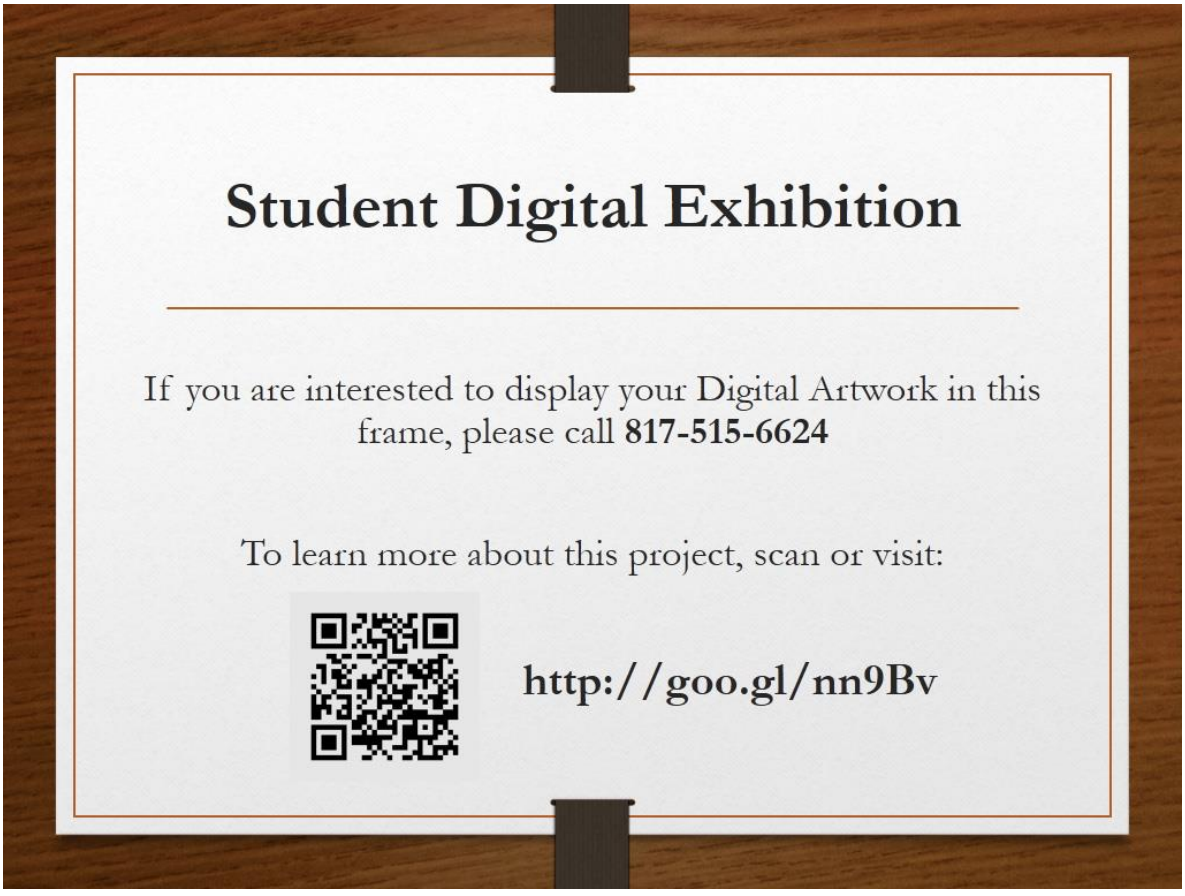

Figure 9. Default desktop background with slide promoting the project.

Each time we need to change the content of a digital frame, we connect a mouse and a USB flash drive using a USB hub to the extension cord on the frame (see Figure 10). We can then copy the new images from the USB flash drive to the My Pictures folder.

Figure 10. A mouse and USB flash drive connected to the digital platform via a USB hub.

The Installation

Although the back cover of the shadow box has two hangers for wall installation, we decided to hang our frames directly to the wall using lath screws. Their wide head fits very well with the railing in the back of the frames (see Figure 11). We also added a steel wire from the frame cover to the wall for more security.

Figure 11. Lath screws and steel wire to hang and secure the frames.

The frames displayed on the main art wall of the library were installed with a cable that hangs from the tracks on one end and connects to the frames using a hook in the other end (see Figure 12).

Figure 12. Frame hanging from the track.

A major issue during the installation was the power source and the cabling. The North-east Campus Library was built in 1968 with power outlets installed for that time, there-fore the building has a shortage of power outlets. We had to rely heavily on extension cords while making sure to respect good safety practices and fire codes. To hide the power cords, we used a 5’ cord channel for each frame. These wire molds come with a self-adhesive backing and are easy to install (see Figure 13).

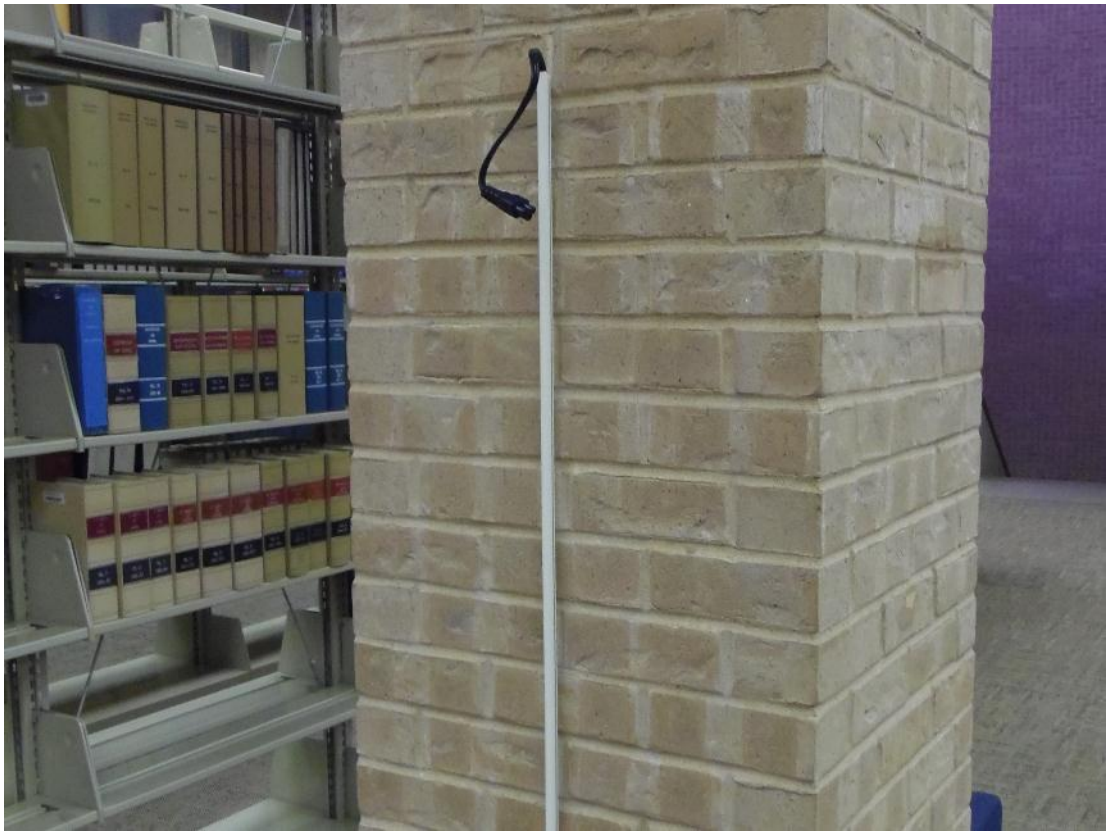

Figure 13. Cord channel used to hide the power cord.

The Exhibitions

The Illinois libraries survey conducted by Carbondale Public Library shows how easy it is to connect literature to art (Sussman & King, 2012). Many respondents expressed that no matter the theme of an exhibition, it is easy to pull cultural references and literature to go with it (as cited in Sussman & King, 2012).
In our case, the opportunity to create exhibitions for display in the the library are open to students, staff, and faculty without any guidance on the theme. We do encourage them to prepare exhibitions with subjects in alignment with the College's cultural events such as Black History Month, Poetry Month, or the International Festival. From the beginning, we thought that the Art and Photography students would be the first to create exhibitions with the frames. However, students and faculty from other disciplines were the first to experience using our digital exhibition platforms.

The first exhibition was curated by a staff member from our Physical Education Department. His contribution depicted abstract forms found within industrial objects. Although we placed the exhibit in the quiet study area of the lower level of the library, it drew a

noticeable amount of foot traffic and before the end of the week we received a second request of participation from another faculty member.

Two exhibitions were installed on the main level of the library during the International Festival. The first one was developed by a faculty member and featured the cultural diversity of the campus. An international student created the second exhibition of photographs from her home country. Both exhibits were accompanied by relevant library materials available for check-out.

Another exhibit by a TCC graduate was on display during summer session; it featured an impressive collection of more than 600 digital photographs. The images, captured using an iPhone, are from a project started by the artist in 2012 in which he captured one image every day.

Policies and Procedures

Providing the opportunity for our users to be part of our digital exhibition program is a wonderful service, but in order to ensure a smooth management of this service, we needed to think about procedures and develop policies before we started hosting the exhibits. First, we produced a tri-folded brochure explaining the project and its mission on one side and providing a participation form on the other side (see Appendix A). Participants are required to complete the form and turn it in at the Circulation Desk. The same information plus an electronic version of the form were made available online via a LibGuide (http://libguides.tccd.edu/NEDigitalExhibit).

Each application is reviewed by at least two librarians before it is scheduled for exhibition. The review process ensures that the digital material is consistent with the technical requirement of the system such as file type, size and format. We also prepared templates for common information slides with Microsoft PowerPoint. The templates for library promotional material make it easy for anyone to use (see Figure 14). We also created templates for the artist statement displayed with each exhibition (see Figure 15). The PowerPoint files are then saved as Bitmap images to preserve their quality and to ensure compatibility with Windows slideshows.

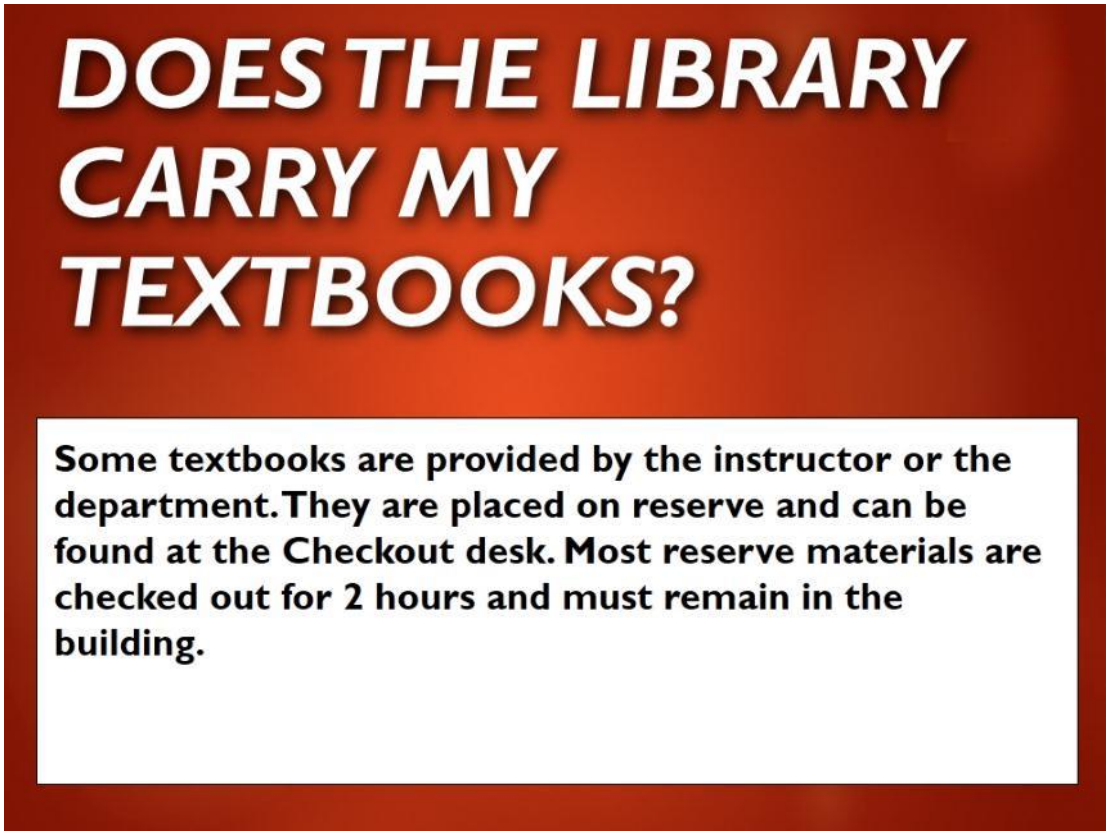

Figure 14. FAQ slide.

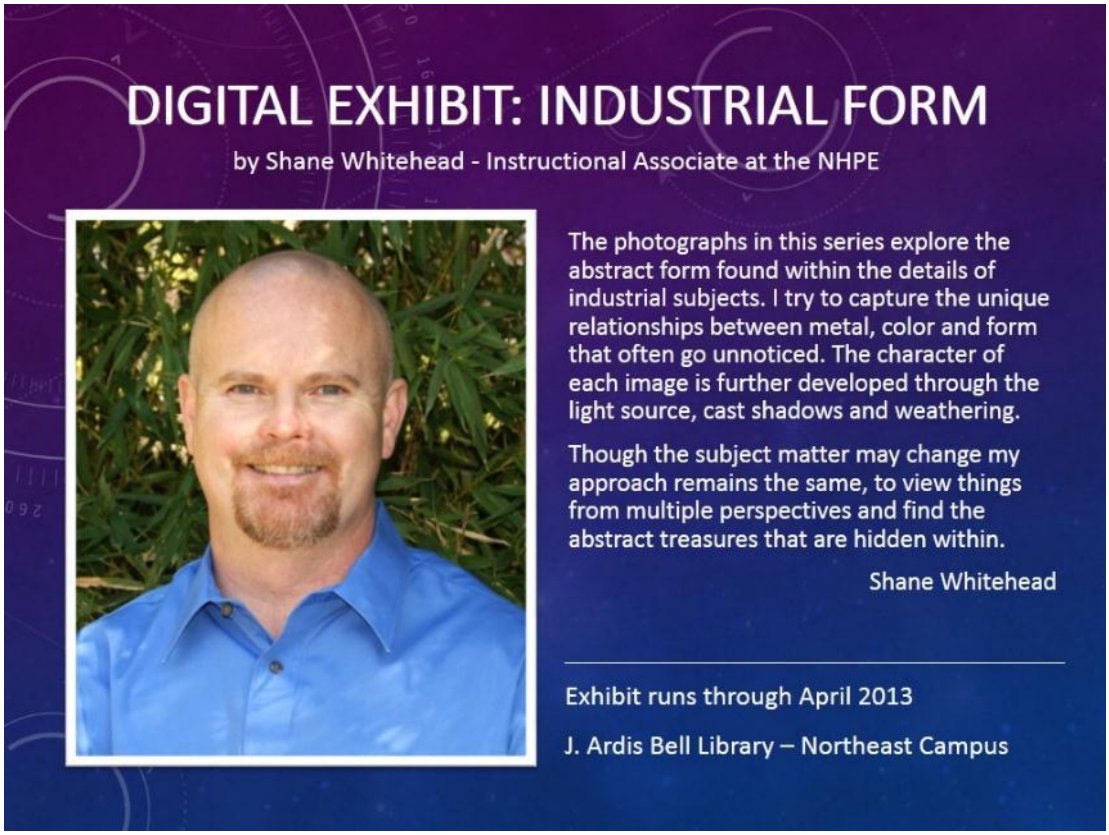

Figure 15. An artist statement slide.

Evaluation Methodology

A key requirement of the Title III Grant was to provide an evaluation plan of the project to measure its outcome. Our proposed evaluation plan consisted of recording the number of exhibitions held, conducting entry and exit surveys for participants, and conducting a voluntary survey for library users. Determining what survey method to use was our first task during the evaluation process. We worked closely with the office of Institutional Research, Planning & Effectiveness at Tarrant County College to develop our surveys. Since our project is mainly available at Northeast Campus, we decided to restrict our evaluation to this campus only and we identified our population as students, faculty, and staff of Northeast Campus.

The sustainability of our project relies on student and faculty involvement. It is important to receive faculty feedback and garner their support to incorporate the digital exhibitions in their curriculums in order to assess the impact on students' success in classrooms. Therefore, we defined our first sample as full-time faculty members at Northeast Campus. We limited our survey to full-time faculty due to accessibility, cooperation, and response rate considerations. The second survey was developed for participants in the exhibits.

While working on the survey questions, we decided to limit the number of questions to eight as a maximum and to use a combination of dichotomous questions, Likert questions, and open-ended questions. We attached a cover letter to each survey explaining the project, its mission and the importance of the survey to the evaluation process. The eight-question faculty survey was administered through the online interface CVent to all full-time faculty at Northeast campus as well as full-time Public Service Librarians, full-time Professional Advising/Counseling staff, and full-time Continuing Education Faculty (see Appendix B).The six-question survey for participants was administered through Class Climate, our course evaluator feedback system, and shared with participants at the end of their exhibits (see Appendix C).

Survey Results

All participants in the digital exhibitions took part in the survey at the end of their exhibits. The goal of the participants' survey is to learn more about their experiences by measuring the outcome of their exhibits. All participants reported that they have received positive feedback and encouragement from their colleagues and friends. Two of the first exhibitors responded that it was their first public exhibit and that they plan to participate in other public shows in the future. In fact, one exhibitor had her work selected for a juried competition featuring 15 artists from Tarrant County, TX.
Faculty and staff members who took part in the exhibits also described that their participation was a great learning experience. They have been approached several times to discuss their work, allowing them to engage with students outside of the classroom setting.The participants also suggested ideas to improve the program, primarily regarding the displays and their locations. Participants expressed an interest in locating the exhibits closer to the main entrance of the library. They also suggested the utilization of larger monitors.

The faculty survey was sent to all 194 members of the Northeast Campus Faculty Association. Although we only received responses from 30 of the members (15.46% response rate), we believe that it was enough to give a broader understanding of the project and determine ways in which it can be improved. Not all faculty members were aware of the digital exhibition initiative taking place at the library. This impacted their answers regarding the incorporation of the digital displays into class curriculums and the impact of these exhibits to student success in general. Twenty-one of the respondents expressed interest in seeing the digital displays used in other areas around the campus and 19 of them said they would likely be interested in a workshop explaining the process of making the framed screens.

The faculty survey also included two open-ended questions regarding the impact of the project on student success and how faculty members can be involved in this endeavor. The answers vary according to the degree of understanding of the project, but, in general, most of the respondents see in it as a new way to engage students and use technology to present educational material in a different format. Others don't necessarily agree and are not interested in participating. These are some of the answers:

> I think anytime students and staff members are given the opportunity to view artistic, cultural, or even educational subject matter in a different, visual format, there is a greater likelihood that they will remember the content and see the value of it.
>
> Projects like this inspire students to create art of their own, to open their minds to new perspectives, and to re-frame assumptions. A screen can be a tap on the shoulder that brings the student out of the day's stress and into a clearing where they can come face-to-face with a new idea.
>
> Although they would not benefit my particular area, I think they could be a great help in other courses. They could serve as motivation, inspiration or confidence building. It's a wonderful success-building tool.
>
> I don't think technology is the answer to very much in education.

Conclusion and Future Improvements

Measuring student success in our project is not an easy task; nor could it be measured effectively during its one year duration. Because of the feedback we received from our first exhibitions, along with the feedback our participants provided us, we are more determined to work closely with our partners and to finish the work we started. We hope that in the future we will be able to develop exhibition programs for students in the form of assignments or extra-credit opportunities.

We found unanticipated uses for our digital platforms. A faculty member who teaches creative writing contacted us regarding the possibility of displaying her students' poems in our platforms. A faculty from the Music Department inquired if it will be possible to display videos of musical fugues in our platforms as a visual feedback for her students.

Although the duration of the grant was only one year, we believe that this project can be sustained for many years. As newer generations of laptops are being set to retire, we can update our digital platforms with better LCD screens and more powerful operating systems. We want to incorporate Wi-Fi connectivity to the platforms to allow remote access in order to update the content easily. Connecting the platforms to the network will also allow for incorporation into the College's Emergency Notification System to display valuable information during emergency situations.

Overall, the TCCD's digital exhibition experience proved to be a valuable experience. Student participants' work was exhibited, garnering them recognition among their peers while introducing them to the library and its various services aimed to support their educational success.

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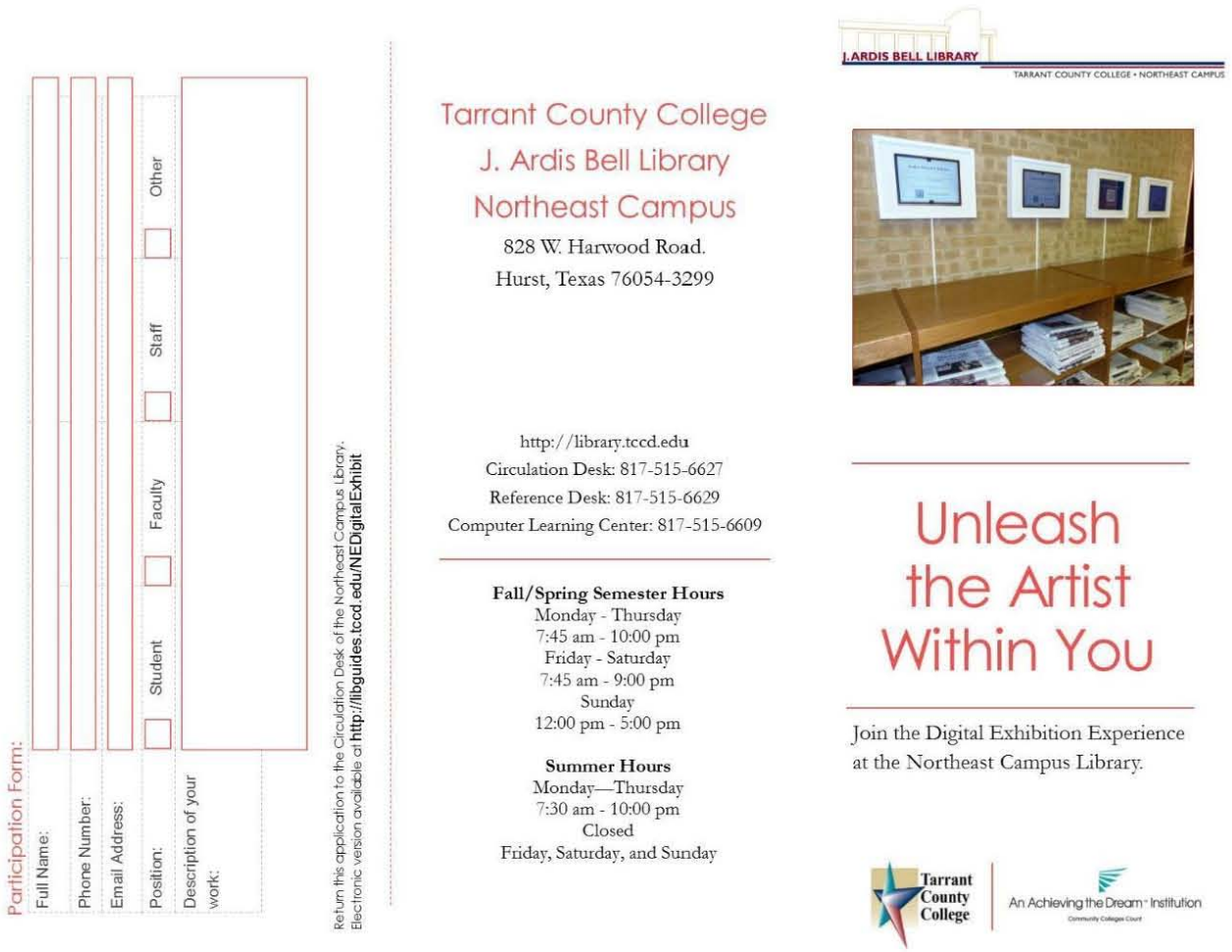
Appendix A

Participation Brochure and Form



Participation Form:

Full Name:

Phone Number:

Email Address:

Position: Student Faculty Staff Other

Description of your work:

Return this application to the Circulation Desk of the Northeast Campus Library.
Electronic version available at http://libguides.tccd.edu/NEDigitalExhibit

Tarrant County College
J. Ardis Bell Library
Northeast Campus
828 W. Harwood Road.
Hurst, Texas 76054-3299

http://library.tccd.edu
Circulation Desk: 817-515-6627
Reference Desk: 817-515-6629
Computer Learning Center: 817-515-6609

Fall/Spring Semester Hours
Monday - Thursday
7:45 am - 10:00 pm
Friday - Saturday
7:45 am - 9:00 pm
Sunday
12:00 pm - 5:00 pm

Summer Hours
Monday—Thursday
7:30 am - 10:00 pm
Closed
Friday, Saturday, and Sunday

J. ARDIS BELL LIBRARY
TARRANT COUNTY COLLEGE • NORTHEAST CAMPUS

Unleash the Artist Within You

Join the Digital Exhibition Experience at the Northeast Campus Library.

Tarrant County College

An Achieving the Dream Institution

Description

Funded by a Title III Grant, this unique display format consists of outdated, yet still functioning laptops. They have been repurposed into digital exhibition platforms to be placed at Tarrant County College Northeast Campus Library.

Grant Goals:

- Increase library attendance and use of its services to support student success.
- Promote library services and events among students, faculty and staff.
- Build dynamic and long-term partnerships with other academic departments.
- Develop a digital exhibition program open to students, faculty and staff providing exposure and recognition for their creative talents.
- Provide exhibition users the opportunity to become part of a digital publishing project that will be housed in the TCC NE Library Archives.

Exhibits Possible

The digital frames are based on Dell Latitude PP01L laptops (Pentium III, 996 Mhz, 256 Mb).

They can display a variety of content. These are some of the exhibit types we currently able to support:

- Digital photographs
- Digitized paintings
- Text
- Video and sound recordings
- Poems and narration

Settings Available

A small number of our frames are used for promotional purposes. These individually installed frames display information regarding library services as well as current and upcoming events.

The rest of the digital frames are used for exhibitions. We have three permanent exhibits:

- The first one is located in the back corner of the main level of the library, next to the popular reading area. This exhibit is composed of five digital frames (white color framing).
- The other exhibits are located on the lower-level of the library, and each one is composed of six digital frames (brown color framing).

We have additional digital frames (black color framing) that can either be installed individually or as one exhibit. These frames can be hung on the Art Wall of the library on the main-level or they can be arranged in other ways. The most important factor is that they need to be near enough to an electrical outlet so as not to create a hazardous walkway.

Requirements

If you are displaying pictures, make sure to resize them to 1024x768 pixels to fit the resolution of our frames. If you want to display four pictures, then you can use our five-frame exhibit. We always keep one frame to feature the artist with the exhibit information. Which means, you will have one frame for the artist statement, and four to display your pictures. Same thing if you have five pictures, you will use the six-frame exhibit with one for the artist statement and five for your pictures.

Or, if you have more than five pictures, more than one picture can be loaded to rotate within the same frame.

We do expect you to provide us with your work already in a digital format, along with a photo of the artist, a title for the exhibit and a brief description of the work (approximately 100 words.)

Evaluation

Because this project was made possible by a Title III grant with a mission to promote student success, we would like to invite you to participate in a short voluntary survey so that we may evaluate its success and future viability.

Participation Form

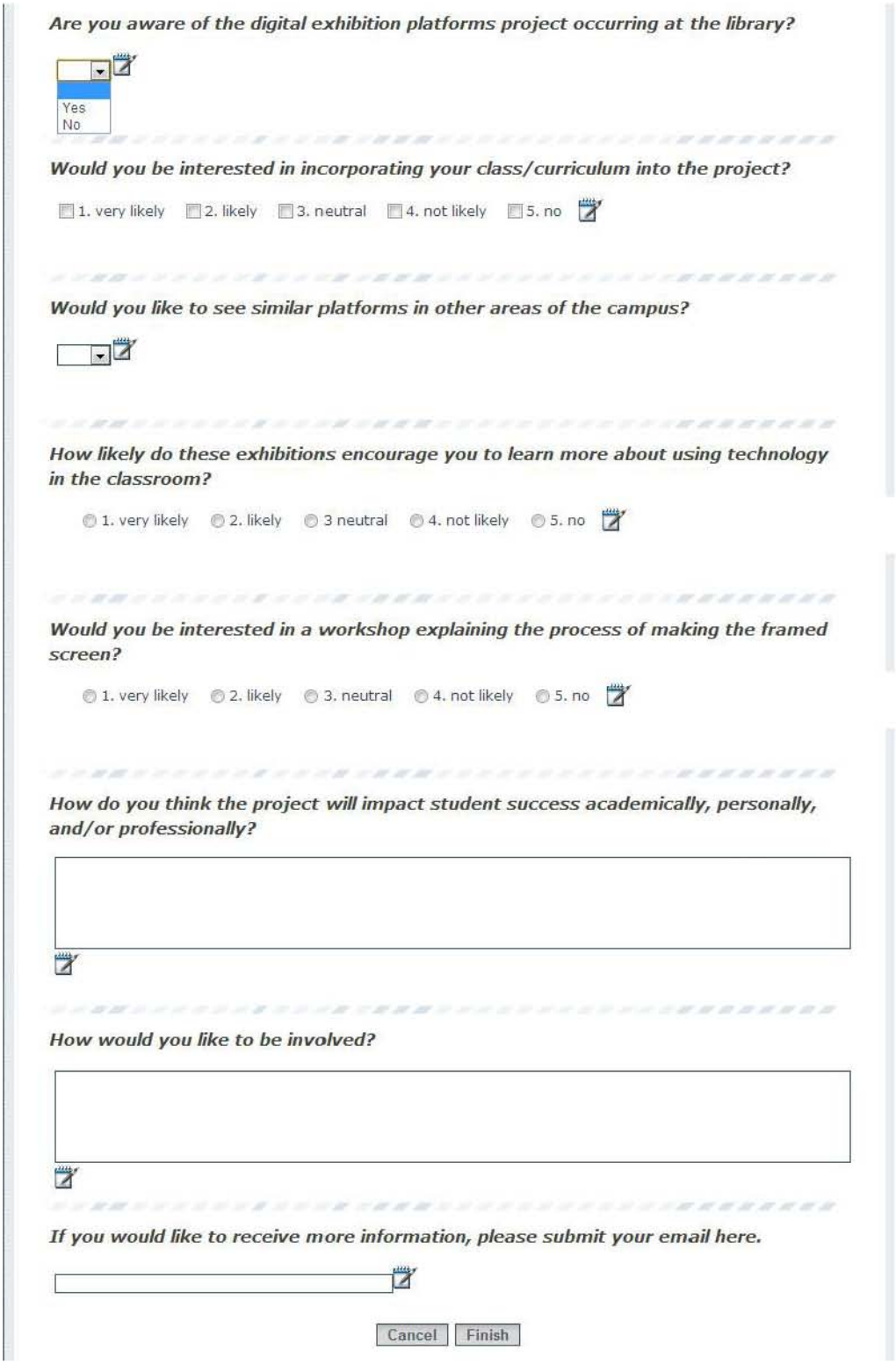
Fill out the form on the back of this flyer and return it to the Circulation Desk of the NE Library.

You can also send your application online:

http://libguides.tccd.edu/NEDigitalExhibit

Appendix B

Faculty Survey



Appendix C

Participant Survey

Class Climate	Tarrant County College Northeast Campus	SCANTRON
-	Repurposed Laptop Project – Participants Survey	

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: ☐ ■ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

Survey

1. How did you learn about the Digital Exhibition Platforms at the Northeast Campus Library?
☐ Email ☐ Colleague ☐ Newspaper
☐ Other

2. Was this your first public exhibit?
☐ Yes ☐ No

3. Do you plan to participate in another public exhibit at TCC or somewhere else?
☐ Yes ☐ No

4. What feedback have you received regarding your exhibit?

5. How do you describe your overall experience?

6. How can we improve this program?

F767U20235P1PL0V0 04/15/2013, Page 1/1

Ayyoub Ajmi is now affiliated with the University of Missouri in Kansas City.