

Phase II of AMSER builds on the strong base created with the original funding, expanding the resource collection to cover new vocational tracks, adding interactive learning modules combining web-based resources with material from journal publishers, adding new taxonomy metadata to match resources to key concepts in applied STEM education, conducting workshops and other outreach efforts to increase awareness of AMSER and NSDL, and undertaking an array of new efforts designed to increase the impact and utility of AMSER for community and technical college educators, students, and staff. The overview below outlines a few highlights from the second year of AMSER Phase II

During the second year of **AMSER Phase II** the project continued to build on previous work and strengthening relationships between NSDL and the ATE communities through the expanded **ATE Central** project. More resources were added and the range of fields of study targeted was expanded. Collection maintenance and resource record normalization was another important focus of the sixth year, with staff focusing on making the collection as robust and cohesive as possible based on user feedback. **Twitter** and **Facebook** pages were used to increase visibility and the online intercept survey conducted over the full year yielded interesting and useful feedback for the AMSER staff to build on as the project moves forward.

Staff integrated more than **2,800** additional high-quality applied STEM education resources into the AMSER portal in year two of the project and continued to take advantage of the infrastructure already in place from previous years. Leveraging off the strengths of Scout's **CWIS** software, its workflow capabilities, and its integrated OAI harvester and vocabulary remapping tools helped to speed and streamline the integration process and support the cataloging and collection development goals of the project.

As in past year, each partner collection was harvested and the resulting harvest was placed in a CWIS installation for **staging**. Catalogers then examined the resource records and created an initial crosswalk between the new collection's and AMSER's schema and vocabularies. Changes could then be made to the newly created CWIS installation and its resource records to align it with the AMSER collection as closely as possible. Content specialists and catalogers then begin to examine the new records and mark them for export into AMSER. This system continues to allow the AMSER team to work on **multiple collections in parallel** and filter for particular types of resource records if, for example, they get requests from users in a particular field of study or are going to an outreach event that focuses on a specific topical area.

The ongoing publication of **AMSER Science Reader Monthly** was another key focus of year two, connecting faculty and students to an interwoven environment of research and journal articles and online supplementary resources through a series of learning modules created by AMSER. Below are a few examples of topics covered during year two:

- Oct 2009 · Carbon Trading · *Carbon Trading: Environmental Godsend or Giant Shell Game?* (from *Discover Magazine*)
- Nov 2009 · Soil Science · *Our Good Earth: The Future Rests On the Soil Beneath Our Feet* (from *National Geographic*)
- Dec 2009 · Applied Mathematics · *The Mathematics of...Juggling* (from *Discover Magazine*)
- Jan 2010 · Forensic Science · *The Fatal Consequences of Counterfeit Drugs* (from *Smithsonian*)
- Feb 2010 · Nanotechnology Ethics · *The Larger World of Nano* (from *Physics Today*)



AMSER 2010 Outreach Events

Annual Conference on Distance Teaching and Learning
Wisconsin Library Association/WLA
NSDL Annual Meeting
Advanced Technological Education (ATE) PI Meeting
League for Innovation
ACTE (Association for Career and Technical Education)

WAAL Annual Conference
AMATYC (American Math Assoc of Two-Year Colleges)
League for Innovation Conf on Information Technology
NISOD
HI-TEC 2010
AACC (American Association of Community Colleges)

