

SELECTIONS FROM ERIC

Journal Articles

EJ 408 526

Abrams, Mary; Kurlychek, Ken. (1989, Nov – Dec) Software to go—and it goes! *Perspectives in Education and Deafness*, v8 n2 p9-11.

This article describes the software evaluation clearinghouse for educators of the hearing impaired at Gallaudet University (Washington, DC). Software compatible with Apple and IBM hardware is collected, rated by clearinghouse members, and described in a printed catalog. Tips on starting a software lending library are offered.

EJ 457 051

Sharkey, William F.; Hikins, James W. (1993, January). Edward Miner Gallaudet's "Remarks on the Combined System": An Analysis of the "Preservative" Function of Rhetoric of Education. *Communication Education*, v42 n1 p50-69.

Examines Edward Miner Gallaudet's speech, "Remarks on the Combined System," to illustrate the power of the rhetorical knowledge thesis to account for paradoxes in Gallaudet's discourse on educating the deaf student. Contends that Gallaudet offered his remarks to preserve his ideas for a later age when they might receive sympathetic treatment.

EJ 362 312

Harkins, Judith E. (1987, Fall). Greeting the Challenge: The Impact of Technological Innovation. *Gallaudet Today*, v18 n1 p38-42.

The role of Gallaudet University as innovator, evaluator, monitor, and information source in the development and promotion of technology appropriate for the deaf is detailed. This article describes Gallaudet's involvement in projects focusing on computer networks in classrooms, captioning television broadcasts, product evaluations, research and development needs, and information dissemination.

EJ 362 311

Nissen, Anne. (1987, Fall). Learning How to Learn: Educational Implications of Employment Trends. *Gallaudet Today*, v18 n1 p22-25.

This article considers the impact of employment trends on Gallaudet University's deaf graduates and describes programs Gallaudet has developed to create career opportunities, such as Experiential Programs Off Campus. It is recommended that job seekers should be adaptable and flexible and have problem-solving skills, practical coursework, and cooperative educational/internship experience.

EJ 481 824

Olia, Fatemah N.; Martin, David S. (1994, March). Ethics and Electronic Mail: A Study at Gallaudet University. *TechTrends*, v39 n2 p19-21.

Discussion of the ethical use of electronic mail highlights a study at Gallaudet University (District of Columbia) that investigated student and faculty attitudes concerning privacy, equal access to information, and social conduct on the system. Results for deaf and hearing individuals are compared, and the use of telecommunications to help overcome disabilities is discussed. (6 references)

EJ 542 762

Abrams, Mary. (1996, May – June). A Gallaudet Information Roadmap. *Perspectives in Education and Deafness*, v14 n5 p23-24.

This brief directory of information sources at Gallaudet University (District of Columbia), which is dedicated to the education of preschool through graduate level students who are deaf, includes descriptions and contact information for school enrollment information, general information, books and materials, and deafness-related services.

EJ 236 800

Edwards, Fern. (1980, September). The Gallaudet College Library: Its Use of Technology. *American Annals of the Deaf*, v125 n6 p769-72.

The technological functions of the learning center at Gallaudet College are described, including making videotapes available, providing microform materials, and developing computer operations.

EJ 497 570

Fox, Stephen D. (1994, December). Metacognitive Strategies in a College World Literature Course. *American Annals of the Deaf*, v139 n5 p506-11.

Students with hearing impairments at most reading levels in the World Literature Survey Course at Gallaudet University (District of Columbia) benefited from the inclusion of metacognitive exercises which emphasized prereading, reading, and postreading strategies to improve comprehension and retention. Strategies also prompted improved group discussion and teacher student communication.

EJ 404 214

Lawton, Bethany. (1989, Summer). Library Instruction Needs Assessment: Designing Survey Instruments. *Research Strategies*, v7 n3 p119-28.

Describes the development and use of three questionnaires disseminated to faculty, students, and staff at Gallaudet University to assess campus needs in the area of library instruction. The general types of responses to questionnaires are summarized and their usefulness in analyzing the current library instruction program is discussed. Copies of the questionnaires are included. (2 references)

EJ 310 033

Martin, David S. (1984, November). Infusing Cognitive Strategies into Teacher Preparation Programs. *Educational Leadership*, v42 n3 p68-72.

Describes a preservice teacher education program of Gallaudet College where student teachers participate in the Instrumental Enrichment Program to develop their cognitive skills. Includes an illustrated model.

EJ 111 287

Wright, Keith C. (1975, February). Deafness Information Center. *Special Libraries*, v66 n2 p74-78,

Gallaudet College's special collection on deafness, and efforts to transform the college library into a functional, user-oriented information center are described.

How to Obtain Materials Cited in this Bibliography:

Journal article citations are from *Current Index to Journals in Education*. The articles may be obtained from a college, university, or large public library, borrowed through interlibrary loan or, if so indicated, ordered from: UMI Clearinghouse, 300 N. Zeeb Road, Ann Arbor, MI 48106. Phone: 1-800-521-0600.

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NEWS FROM ERIC

ERIC Clearinghouse directors were asked to report trends that are affecting ERIC and how ERIC is currently responding to these trends or might respond to them in the future. Each trend listed below reflects the experience of most or all of the clearinghouses.

Trend:

Increasingly more users have access to the Internet, and those users expect easy, instant access to full-text information.

ERIC's Response:

Clearinghouses are expanding their Web sites to include bibliographies, factsheets, ERIC Digests, frequently asked questions, full-text virtual libraries, prepackaged ERIC search strategies, directories, extensive referral products and services, and links to additional resources in their scope areas.

Trend:

The ERIC user base has expanded from primarily researchers and graduate students in the early years of ERIC to a continually and dramatically growing group of practitioners, students, and parents. People are now looking to ERIC for ideas, suggestions, and resources to help them with school-based problems.

ERIC's Response:

Clearinghouses are expanding their outreach to these groups by developing publications specifically for them and by making electronic services as user-friendly as possible, knowing that many people who find ERIC on the Internet have had no previous exposure to educational research and information systems.

Trend:

The expanding user base also includes more international users, many of whom are finding ERIC on the Internet.

ERIC's Response:

ERIC is increasing international outreach by participating in international meetings; translating digests and other publications into Spanish, Chinese, and other languages; and forming partnerships with educational institutions in other countries.

Trend:

More people are coming to ERIC needing help managing the demands of an information society. Users need help evaluating the wealth of information available, understanding the range of information choices, developing the skills to access and select the most appropriate information, and making effective use of that information.

ERIC's Response:

ERIC is injecting its subject expertise into the information dissemination process by providing more evaluative materials such as critical issues publications, researchers' trend overviews, and summaries of best practices. ERIC special projects—such as GEM, the Virtual Reference Desk, and the Education Resource Organizations Directory (EROD)—are integrating information resources and services to make it easier for users to locate what they need and be assured that the resources meet certain standards for accuracy and consistent formats. Distance learning, teaching, and teleconferencing are areas that ERIC is beginning to address. More emphasis needs to be placed on the development of distance training; i.e., the use of technology to provide interactive, collaborative learning environments to train people to use ERIC and to convey subject knowledge in clearinghouse scope areas.

Trend:

The number of journals appropriate for coverage in the ERIC database continues to grow, with several ERIC Clearinghouses reporting that they are unable to cover all of the relevant journal literature within their current funding limitations.

ERIC's Response:

ERIC resources will have to be expanded to cover all of the relevant journal literature, or ERIC will have to be more selective about what is accepted for inclusion in the database.

Trend:

"Literature" is no longer just "printed." For example, conference presentations are often done in multimedia, Internet-based, panel, poster-session, and/or workshop formats and cannot be converted easily to paper copy and submitted to ERIC. More dissertations are being produced in a multimedia format that currently cannot be processed by ERIC. Many authors are posting

their work on Web sites, and electronic journals are burgeoning. It has always been ERIC's policy to provide users with availability information; however, this presents a challenge for Internet-based material. One of the great challenges for ERIC to solve in the years immediately ahead is how to acquire, select, process, announce, and archive purely electronic entities as well as nonprint formats such as CD-ROMS, videotapes, audiotapes, and mixed-media formats.

ERIC's Response:

Since its founding in 1966, ERIC has been tasked with the challenge of capturing and ensuring the permanent availability of education documents, even decades after print copies have gone out of stock. Microfiche has long been used as the medium to support ERIC's archival function because it is relatively inexpensive, durable, and easy for libraries and information centers to store. Even now that ERIC has moved to electronic document delivery for some documents, the complete set of reproducible documents is still being stored on microfiche. One of the limitations of microfiche, however, is that it cannot be used to capture nonprint materials such as videos and CD-ROMs. For that reason, nonprint items have not been systematically included in ERIC.

The advent of Internet-based publishing has presented ERIC with new challenges. The ERIC Processing and Reference Facility reports that 50 percent of the documents that are sent to ERIC citing a URL (Web site address) where they are supposedly available, are no longer available from those addresses when accessibility is checked. In some cases, ERIC is printing out electronic items to get printed pages that can then be captured on microfiche. One possible solution is for ERIC to begin archiving in electronic form instead of on microfiche. To accomplish this and to arrange for the components of ERIC to handle and process

purely electronic entities will require considerable system redesign and, perhaps more importantly, additional funding for the new systems that will be required. Additional resources will also be required if ERIC is to provide comprehensive coverage of information that is in multimedia formats.

Trend:

User questions are becoming increasingly complex. Given the ease of accessing resources on the Internet, users who contact AskERIC and the ERIC Clearinghouses for help are asking more sophisticated questions. More staff time and subject area or technical expertise is required to answer these questions.

ERIC's Response:

Clearinghouse directors are constantly reevaluating staffing and staff development to maintain the necessary technical and subject matter expertise to respond to changing user needs. User services staff engages in content-intensive professional development by searching ERIC, other databases, and the Internet; consulting with ERIC colleagues; and attending training sessions within and outside the ERIC system. Partners, advisory board members, and other experts are also consulted as appropriate.

ERIC provides its question-answering (QA) staff with online support and reference tools such as the private QA listserv and Web site. QA staff also benefit from some of the same information services that members of the public use, including EROD; the GEM Web site; and Search Wizard, a publicly available, thesaurus-driven database on the Web.

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