

SELECTIONS FROM ERIC

Journal Articles

EJ 574 025

Anderson, Mary Alice. (1998, September-October) Teachers and Media Specialists: Off to a Crisp Start in the Fall. *MultiMedia Schools*. v5 n4 p23-24.

Presents the following tips for getting the school media center off to a good start in the fall: refocus to-do lists; be ready for business; provide advance scheduling; deal with perceptions; conduct new staff orientation; focus on teachers of new students; and provide ongoing staff development.

EJ 518 380

Anderson, Mary Alice. (1996, January-February). Technology Dollars from Pennies Saved. *Book Report*. v14 n4 p13-15.

Suggests ways to stretch media center budgets for technology, based on experiences at Winona Middle School(Minnesota). Topics include keeping statistics, hardware purchase and warranty information, centralizing purchases, planning for the reallocation of hardware and software, creative financing, working with business and community groups, staff development, and grant writing.

EJ 524 762

Burgin, Robert; Smith, Duncan. (1995). Transfer of Training in Libraries. *Journal of Library Administration*. v22 n1 p51-66.

To investigate whether library staff development activities produce lasting changes in behavior, a questionnaire was given to 277 North Carolina library personnel. Findings differed by type of workshop, professional status, number of years at present position, and library size and type, but it is suggested that transfer of training could improve with more frequent training. Survey questions are included. Contains 21 references.

EJ 469 102

Butcher, Karyle S. (1993). Total Quality Management: The Oregon State University Library's Experience. *Journal of Library Administration*. v18 n1-2 p45-56.

Describes the Oregon State University library's experience with Total Quality Management (TQM) from initial training and development of two teams to its use as an impartial problem-solving tool that anyone can use. Staff concerns and fears about TQM are discussed, and benefits are explained. Contains five references.

EJ 531 128

Grealy, Deborah; and others. (1996, Fall). Staff Development and Training in College and University Libraries: The Penrose Perspective. *Library Administration & Management*. v10 n4 p204-09.

A strategic planning task force at Denver University's Penrose Library conducted needs assessment and established a staff development program to address: orienting new staff; software training; and professional and personal development. Postprogram evaluation found improved morale, communication, and recognition of different learning styles, plus the need for flexible scheduling, continuing education, and group-focused hands-on training.

EJ 532 909

Hallmark, Julie; Garcia, C. Rebecca. (1996, September). Training for Automated Systems in Libraries. *Information Technology and Libraries*. v15 n3 p157-63,166-67.

The automation administrators of 49 recently automated libraries were interviewed regarding staff and user training for the systems. Discussion focuses on training objectives and procedures, timing and effectiveness, problems encountered, and

factors necessary for training success. Vendor perspectives on library needs for detailed and customized training plans, effective trainers, and user documentation is also represented.

EJ 491 560

Hert, Carol A. (1994, Fall). A Learning Organization Perspective on Training: Critical Success Factors for Internet Implementation. *Internet Research*. v4 n3 p36-44.

Argues that training is a critical success factor for Internet implementation in organizations, both in teaching Internet skills and in enabling trainees to participate in planning how the Internet could transform the organization. Conceptual areas relevant to the development of training and the associated theoretical perspectives are suggested. Contains 26 references.

EJ 479 835

Houff, Suzanne G. (1994, April). Developing a Multicultural Library Media Program. *School Library Media Activities Monthly*. v10 n8 p28-29.

Describes the development of a multicultural library media program based on experiences at a Virginia middle school. Highlights include the media center as a cultural and curricular resource, establishing philosophies and goals, reviewing current materials and establishing guidelines for new material selection, staff development, and an integrated library media curriculum. Contains six references.

EJ 566 615

Johnson, Doug. (1998, May-June). Librarians Are from Venus; Technologists Are from Mars. *Technology Connection*. v5 n3 p47-48.

Describes the ideal environment in school libraries for retaining professionals who combine the best tasks and skills from library science and technology. Institutions should have: a desire for change; ample support staff; staff development opportunities; high priority on people skills; and high expectations of staff and leaders.

EJ 559 853

Kalnin, Mary T. (1997, November-December). Some Thoughts on Role-Blurring and Staff Development. *Library Mosaics*. v8 n6 p8-10.

Discusses library personnel role blurring driven by budget cuts, technology, and promotion requirements for professional staff. Notes that hard feelings must be overcome, the need for compensation must be acknowledged, and job descriptions rewritten. Concludes with a discussion on the importance of staff development.

EJ 532 863

Miller, Marilyn L.; Shontz, Marilyn L. (1996, October). Live Wires: High Tech Media Specialists Get Connected. *School Library Journal*. v42 n10 p26-32.

A survey of high-tech (n=289) and non-high-tech (n=219) school library media centers revealed that most high-tech schools (38%) are in the South and that most (35%) are high schools. Analyzes patterns in funding, types of technology, automated management, expenditures and collections, staffing and salaries, participation in staff development activities, and services offered to teachers and students.

EJ 516 579

Pappas, Marjorie L.; Tepe, Ann E. (1995). Preparing the Information Educator for the Future. *School Library Media Annual (SLMA)*. v13 p37-44.

Considers the role of the library media specialist as information professional and educator as changes in the learning environment and curriculum take place. Topics include roles as information manager, curriculum consultant, teacher, and manager of an information center; leadership; change agent; staff development; and needed competencies.

EJ 412 104

Peters, Tom; and others. (1990, Summer). Staff Development and Training. *Library Administration & Management*. v4 n3 p127-48.

Six articles discuss the need for improved training of library personnel and strategies for attaining this goal. Areas discussed include training objectives, training methods, the role of library education, staff development at Indiana State University, the role of library management, and the creation of effective training methods.

EJ 454 752

Soete, George. (1992). The Rhetoric of Performance Management: A Training Problem and Two Solutions. *Journal of Library Administration*. v17 n1 p107-18.

A workshop held at the University of California at San Diego's research library focused on improving the quality of goal-based self-reviews as a training approach for performance management. Participants benefited from the mixed groupings of librarians and paraprofessionals and from the detailed look at individual goals and objectives. Contains three references.

EJ 412 098

Weaver-Meyers, Pat. (1990, May). ARL Libraries and Staff Development: A Suggested Model for Success. *College and Research Libraries*. v51 n3 p251-65.

Presents the Readiness, Planning, Training, Implementation and Maintenance Model (RPTIM) for staff development. The results of a survey of staff developers that examined the appropriateness of the RPTIM model to academic and research library settings, and the extent to which existing staff development programs meet needed criteria, are discussed. The questionnaire is appended. Contains 33 references.

How to Obtain Materials Cited in this Bibliography:

Journal article citations are from the ERIC system's *Current Index to Journals in Education (CIJE)*. The articles may be obtained from a college, university or large public library or borrowed through interlibrary loan.

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NEWS FROM ERIC

ERIC/CLL Receives Federal Funding for Special Project

The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL) has received funding from the U.S. Department of Education to publish "What Elementary Teachers Need To Know About Language," a paper by Catherine Snow and Lily Wong Fillmore. The paper will serve as the basis for institutes being held at the United States Department of Education's 1999 Regional Conferences on Improving America's Schools. The theme of the conferences is "The Dawning of the Education Millennium: Educational Excellence for All Children."

The focus of the institutes is "Helping Limited English Proficient Students Learn to Read: What All Educators Need To Know." For more information, call the Clearinghouse at 1-800-276-9834.

ERIC/EC Publishes Fall 1999 "Research Connections"

The ERIC/OSEP (Office of Special Education Programs) Special Project at the ERIC Clearinghouse on Disabilities and Gifted Education (ERIC/EC) recently published the Fall 1999 issue of "Research Connections," a biannual, eight-page topical review of proven school-based research in special education. This issue, "Universal Design: Ensuring Access to the General Education Curriculum," will be posted on the ERIC/EC Web site soon at <http://ericec.org/osep-sp.htm>.

For more information or to order free paper copies, call the Clearinghouse at 1-800-328-0272.

Silverplatter and Ovid Online Link to EDRS

If you use SilverPlatter's WebSPIRS 3.x or Ovid Online to search the ERIC database, you will be pleased to learn that obtaining electronic document images just got a lot easier. SilverPlatter and Ovid Online now link document citations directly to the ERIC Document Reproduction Service (EDRS) Web site. One click and you're ready to order. In addition, if you also subscribe to the EDRS electronic subscription service, E*Subscribe, you now have seamless access to the ERIC electronic document repository for downloading documents in PDF. This repository contains copyright-cleared documents published from 1996 to the present. Documents published in 1995 will be available soon. If you're not an E*Subscribe customer, you can still link from SilverPlatter or Ovid Online to the EDRS Web-based ordering service to purchase documents on a per-transaction basis.

EDRS is exploring opportunities to link with other information providers as well to expand value-added services for ERIC users. For more information on ERIC full-text document delivery, call EDRS at 1-800-443-3742.

Information Institute of Syracuse Wins EdNET 99 Pioneer Award

The Information Institute of Syracuse (IIS) won the EdNET 99 pioneer award for its outstanding contributions to educational technology. Affiliated with Syracuse University's School of Information Studies, IIS houses a variety of federally funded research and development programs that service the K-12 education community, including the ERIC Clearinghouse on Information & Technology, AskERIC, the Virtual Reference Desk, and the Gateway to Educational Materials. The EdNET Pioneer Award recognizes both non-profit and for-profit organizations that contribute significantly to the growth of markets for educational technology and telecommunications. A committee of independent judges selects the winner from a pool of nationwide nominations. Past winners of this prestigious award include Microsoft, NASA Classroom of the Future, and Apple Computer. "We are very excited and proud to receive this award," says R. David Lankes, Director of the Information Institute of Syracuse and assistant professor of Information Studies. "It is great to be recognized for our long-term contributions to education. The award also validates our commitment to public and private partnerships in creating and advancing educational markets."

Coordinated by the Heller Reports and Desktop EdNET, the 1999 annual award program was co-sponsored by Florida Educational Technology Corporation, National Educational Computing Association, Inc., Quality Education Data, and the American Education Corporation.

Access ERIC Adds "A Virtual Tour of ERIC"

If you're new to ERIC or haven't used it for a while, drop by the ERIC systemwide Web site and view "A Virtual Tour of ERIC." Presented in both PowerPoint and HTML, the new slide show is a lifesaver for anyone who needs a good introduction to the ERIC database and related search techniques, or to ERIC's extensive publications, products, and services.

If you're a librarian, teacher, educator, or someone who instructs others about ERIC, download the Virtual Tour for use in

your presentations and workshops. Then, order handouts to accompany the slide show by calling ACCESS ERIC at 1-800-538-3742 or by sending an e-mail to access.eric@access.eric.org.

Take the Virtual Tour on the ERIC systemwide Web site today at http://www.access.eric.org/resources/eric_train.html

ERIC/UD Adds Links to Violence Prevention Publications

The ERIC Clearinghouse on Urban Education (ERIC/UD) Web site now links to special violence prevention briefs published by the Institute for Urban and Minority Education (IUME). The briefs, products of IUME's "Choices in Preventing Youth Violence" initiative, synthesize and analyze single issues of specific concern to educators and communities involved in youth violence prevention programs. The following briefs are now available:

"An Overview of Research on Girls and Violence"
by Jeanne Weiler

"Improving School Violence Prevention Programs
Through Meaningful Evaluation"
by Daniel Flannery

"Developing Social Competence in Children"
by Wendy Schwartz

Links to these and other new publications appear on the ERIC/UD Web site at <http://eric-web.tc.columbia.edu>.

ERIC/CS Adds Search Engine and Links to Children's Literature

In September, the ERIC Clearinghouse on Reading, English, and Communication (ERIC/CS) launched a redesigned Web site that not only allows visitors to navigate more easily but also includes two new features. The "whole site" search engine makes finding information on the ERIC/CS Web site easy. In addition, visitors can use the search engine to explore the entire Web. ERIC/CS has also added an extensive compilation of Web links related to children and adolescent's literature. Visitors will find the links and associated resources conveniently arranged into groups, such as Authors and Illustrators, Book Reviews, Bookstores, Publishers, and more.

Visit the redesigned ERIC/CS Web site at http://www.indiana.edu/~eric_rec. Explore the new section on children's literature at http://www.indiana.edu/~eric_rec/comatt/childlit.html.

ERIC/CLL Links to Abstracts for "Language in Education" Series

The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL) now links to abstracts for all books in its "Language in Education" series. Visitors browsing the series on the ERIC/CLL Web site need only click on the title of interest to link to the corresponding abstract. All abstracts conveniently reside on the Delta Systems Web site, through which the books can be ordered.

Browse the Language in Education series and enjoy the new online feature today at <http://www.cal.org/ericcll/minibibs/PubList.cll.html#Language>.

ERIC/HE Adds FAQs on College Degrees, Carnegie Classifications

The ERIC Clearinghouse on Higher Education (ERIC/HE) recently updated the "Frequently Asked Questions" (FAQs) section of its Web site with information on college degrees and Carnegie classifications. Now visitors to the ERIC/HE Web site will find answers to such questions as "What is the difference between a BA and BS degree?" or "What are the Carnegie classifications?" or "Where can I find colleges and universities listed by classification type?"

Review the new FAQs on the Clearinghouse Web site at <http://www.eriche.org/FAQ/index.html>.

Look No Further!

The U.S. Department of Education's Education Resource Organizations Directory (EROD) contains more than 2,400 organizations that provide information on a broad range of education-related topics.

Searching EROD is fast, easy, and free.

- Save time by searching a specialized directory.
- Perform simple or advance searches.
- Enjoy free online access –no fees, no accounts, no passwords.

Visit the EROD Web site at <http://www.ed.gov/Programs/EROD>.

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