
SELECTIONS FROM ERIC

Journal Articles

EJ493414

Courtois, Martin P. (1994, Nov - Dec). How to Find Information Using Internet Gophers. *Online*; v18 n6 p14-16,18-20,22,24-25. (Available UMI)

Suggests strategies for finding information in gophers that will increase access to Internet information resources for library users. Highlights include search strategies; veronica searches; jughead searches; keyword lists; Boolean operations; gophers with subject menus; subject guides; listservs; and World-Wide Web. (Contains eight references)

EJ493284

Truett, Carol. (1994, Nov.). The Internet: What's in It for Me? *Computing Teacher*; v22 n3 p66-68.

Discusses school librarians' use of telecommunications to provide access to electronic resources and information databases outside the school library. Examples are given of services provided through the Internet, including electronic mail, file transfer protocol, Gopher, Wide Area Information Server, and World Wide Web. (Contains five references)

EJ491499

Morgan, Eric Lease. (1994). The World-Wide Web and Mosaic: An Overview for Librarians. *Public Access Computer Systems Review*; v5 n6 p5-26. To retrieve this article, send the following e-mail message to:
listserv@uhupvm1.uh.edu: get morgan prv5n6 f=mail

Provides an overview of the Internet's World-Wide Web (Web), a hypertext system. Highlights include the client/server model; Uniform Resource Locator; examples of software; Web servers versus Gopher servers; HyperText Markup Language (HTML); converting files; Common Gateway Interface; organizing Web information; and the role of librarians in developing Web information resources. (Contains 26 references.)

EJ491428

Descy, Don E. (1994, Sep.). World Wide Web: Adding Multimedia to Cyberspace. *TechTrends*; v39 n4 p15-16. (Available UMI)

Describes the World-Wide Web (WWW), a network information resource based on hypertext. How to access WWW browsers through remote login (telnet) or through free browser software, such as Mosaic, is provided. Eight information sources that can be accessed through the WWW are listed. The address of a listserv reporting on Internet developments is given.

EJ489814

December, John. (1994, Sep.). Electronic Publishing on the Internet: New Traditions, New Choices. *Educational Technology*; v34 n7 p32-36. (Available UMI)

Discusses the use of the Internet for electronic publishing. Topics addressed include electronic mail; Telenet; file transfer protocol and Archie; Gopher; World Wide Web; LISTSERVS; and USENET. Four case studies are presented that illustrate how people can use the Internet to make information available to large numbers of people. (Contains 15 references.)

EJ486773

Price Wilkin, John. (1994). Using the World-Wide Web to Deliver Complex Electronic Documents: Implications for Libraries. *Public Access Computer Systems Review*; v5 n3 p5-21. To retrieve this article, send the following e-mail message to
listserv@uhupvm1.uh.edu: get pricewil prv5n3 f=mail

Explores the benefits and limitations of the World Wide Web in the context of projects taking place at the University of Virginia Library and the university's Institute for Advanced Technology in the Humanities. A gateway between the Web and PAT, a text retrieval program based on SGML (Standard Generalized Markup Language), is described. (Contains four references.)

EJ486751

Gabbard, Ralph. (1994). Recent Literature Shows Accelerated Growth in Hypermedia Tools: An Annotated Bibliography. *RSR: Reference Services Review*; v22 n2 p31-40. (Available UMI)

Presents an annotated bibliography of materials on hypertext/hypermedia. Information available on the World Wide Web is described; journals that cover hypermedia are listed; and the main bibliography is divided into 3 sections on general hypertext applications (17 titles), DOS/Windows applications (17 titles), and HyperCard applications (18 titles).

EJ479817

Machovec, George S. (1993, Jan.). World Wide Web: Accessing the Internet. *Online Libraries and Microcomputers*; v11 n1 p1-4.

Describes the World Wide Web (WWW), a navigational tool to organize information on the Internet into a set of hypertext documents. Hypertext is explained; relationships between WWW, Gopher, and Wide Area Information Servers (WAIS) are discussed; and future possibilities are considered. (Contains three references.)

EJ478029

Powell, James. (1994, Feb.). Adventures with the World Wide Web: Creating a Hypertext Library Information System. *Database*; v17 n1 p59-60,62-66. (Available UMI)

Describes World Wide Web (WWW), a client/server system for use with electronic information. Topics discussed include HyperText Markup Language; Wide Area Information Servers (WAIS); Gopher; Uniform Resource Locator; creating a hypertext version of an electronic journal; and developing a library information system. (Contains six references.)

EJ446183

Berners Lee, Tim; And Others. (1992, Spr.) World-Wide Web: The Information Universe. *Electronic Networking: Research, Applications and Policy*; v2 n1 p52-58.

Describes the World-Wide Web (W3) project, which is designed to create a global information universe using techniques of hypertext, information retrieval, and wide area networking. Discussion covers the W3 data model, W3 architecture, the document naming scheme, protocols, document formats, comparison with other systems, experience with the W3 pilot project, and plan

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

The Database . . . Still the Heart of ERIC

"This group of abstracts will complete our database goals for this year," announced Denise G. Masters, who has been ERIC/IT's database coordinator since January, 1995. "Using a teamwork approach, ERIC/IT processed 2,000 Current Index to Journals in Education (CIJE) and 950 Resources in Education (RIE) in 1994-95. Five part-time document analysts, two editors and two secretaries contributed to this effort."

Her education, experience, skill, and high energy level contribute to Masters' perfect match for this position. "I have a master's in education and I'm almost finished with my master's in library science. I taught high school English and worked in a high school library and in an academic law library," she explained. "One of the most interesting things I find about this job is the exposure to the latest literature about innovations in the fields of educational technology and library science."

Masters' challenge is to coordinate the acquisition and selection of the best information in ERIC/IT's scope, and then to present that information in the most accurate way possible

through careful abstracting and indexing. "It is important for people to understand what is important about an article or document, and also to be able to locate the abstract when they search the database."

She believes that some people may not realize the great volume and the variety of information contained in the ERIC database. There are all kinds of documents, ranging from highly technical research reports to project descriptions and practical outlines for teaching. Association and government publications keep the country informed about issues influencing education. Research reports, and analyses of surveys are also part of the information presented in the database.

Technology has significantly affected the database. "One of the best things that has happened to the database is the ability to search it via CD ROM or the Internet. Now one can search a range of years - maybe ten years at a time. That is not possible with the print indexes. Everything happens more quickly now, from submitting the clearinghouse shipment to the ERIC facility electronically, to the faster way of searching and using the stored information."

Masters is always looking for new papers to include in the ERIC database. "I would like to tell people if you have a paper you've written that relates to educational technology or library and information science, please let us see it. I receive calls from many people who ask if I would look at their documents. I always tell them 'yes.' I've had people E-mail drafts of their document asking for feedback and that is one way we can determine whether the document is suitable for the database." When the final version of the document is completed, authors submit two clean, manuscript copies, and are encouraged to include an abstract of the work in their own words.

The benefits of becoming an ERIC author are many. Documents accepted by ERIC are announced to some 2,000 organizations receiving the abstract journal, RIE. Documents accepted by ERIC are reproduced on microfiche and distributed (at no cost to the contributor) to the more than 900 current subscribers to the ERIC microfiche collection. Organizations wishing to sell their own documents in original form can have this availability announced at no cost in RIE. After the document is sold out at the original source, it will always be "in print" through the ERIC Document Reproduction Service (if permission to reproduce has been granted to ERIC). The bibliographic descriptions developed by ERIC are retrievable by the thousands of subscribers to online database retrieval services such as BRS, Knight-Ridder Information (formerly DIALOG) and OCLC and at the thousands of locations offering computer searches of ERIC on CD-ROM or local retrieval systems.

The following types of documents are suitable for inclusion in the ERIC database:

- o Descriptions of model programs and innovative practices.
- o Teacher and curriculum guides.
- o Research and technical reports.
- o State-of-the-art papers and reviews.
- o Conference proceedings and papers.
- o Syntheses, interpretations, and summaries.
- o Tests and instruments for measurement and evaluation.
- o Surveys and statistical reports.
- o Bibliographies, discographies, and filmographies.
- o Position or opinion papers.

Please call, E-mail, or write to request a reproduction release, or for more information about submitting documents to the ERIC database. Syracuse University, ERIC Clearinghouse on Information & Technology, 4-194 Center for Science & Technology, Syracuse, New York 13244-4100; 800-464-9107; dgmaster@ericir.syr.edu

An Interview with an AskERIC "Virtual Librarian"

Sometimes it is difficult to explain what an AskERIC network information specialist does. AskERIC coordinator, Mary Beth McKee unlocked some mysteries when she wrote the article, "A Day in the Life of a Virtual Librarian," for *School Library Journal's* April 1995 issue.

The article is in the form of a daily log, and includes some of the questions received by AskERIC's electronic reference service that day, as well as McKee's answers. E-mail messages range from questions about outcome-based education, the Internet, parental guidance, and pen pals, to requests for help with science and math. "AskERIC tries to provide some information to anyone who submits a question, but our scope really focuses on performing ERIC searches and pointing to Internet resources that educators are interested in. The AskERIC service always tries to provide something to users. We point to information on the Internet-(we are) virtual librarians."

"Publishing an article in a professional journal represents a certain legitimacy for some people," says McKee. "You've moved on to another step." New users, who were unsure about what types of questions to ask, now write to AskERIC@ericir.syr.edu and say, "I read the article in *School Library Journal*. It sounds like a great service, here's my question." or "I've been using AskERIC for a year. I read your article. Now I get it." Recently, McKee participated as a co-leader in a workshop where some participants questioned the legitimacy of the virtual librarian in comparison with the traditional librarian. "Are you really librarians, or are you just a bunch of techos?"

"I tell librarians we are not trying to replace them. We just provide information in a different form. We also encourage people to use the local libraries. There is still a lot of useful information not available electronically."

McKee began her career in education as a third grade teacher. "I thought it was just one of the best things you could do," she says. While in graduate school studying Instructional Systems Technology, she was surprised to hear some negative comments regarding teacher attitudes and computer literacy issues. McKee says, "The comments mostly came from people who never spent any time in the classroom. I have always been pro-technology. When I told them I had an elementary education background, people were surprised. I don't agree with the philosophy that technology is impersonal or discourages people from interacting. I have always maintained nothing draws people closer together than a printer problem or a computer that is down. Teachers love to get their hands on more new technology. Getting equipment and getting connected is the real issue, not teachers' negative attitudes towards technology. Most teachers see the Information Age changing the world and expect the classroom to change as well."

McKee views the virtual librarian's role as one that provides a measure of convenience that wasn't possible before. "With the Internet, travelling to other sites for information is comparatively easy. We may not have resources on a particular subject, but we can refer people to the University of Michigan, for example. The Internet allows people to browse various collections without leaving their home or office."

McKee admits her life has not changed significantly since writing the article, but feels perhaps she has helped some users overcome communication barriers as well as dissipate some stereotypes. She added, as an example, that her mother read and praised the article and now professes to have an understanding of McKee's work.

Recent ERIC Publications

*An Educator's Guide to Electronic Networking:
Creating Virtual Communities*

Barbara L. Kurshan and Marcia A. Harrington, Edited and revised
by Peter G. Milbury

Offers network novices an introduction to the benefits of network resources, a comparison of 28 commercial and non-commercial service providers, and an extensive glossary of more than 200 common networking terms. This guide assists teachers and administrators to make informed decisions prior to implementing network technologies in their schools.

IR-96; 110 p.; \$10.00

*Information Literacy in an Information Society: A Concept for
the Information Age*

Christina S. Doyle

Recognizes the change in American society from an industrial based economy to an economy based on services and information. This monograph encourages educators to prepare students for success in the new working environment by teaching them to access, evaluate, and use information from a variety of sources. An annotated bibliography is included.

IR-97; 80 p.; \$8.00

*Technology Making a Difference: The Peakview Elementary
School Study*

Brent G. Wilson, Roger Hamilton, James L. Teslow, and
Thomas A. Cyr

Focuses on the effects of implementing new technology at the elementary school level. The results include increases in student motivation and achievement. Authors document candid comments from teachers and students about the transition from traditional teaching methods to integrating new technology in the classroom.

IR-98; 230 p.; \$15.00

Educational Media and Technology Yearbook (EMTY)

Donald P. Ely, Ed. and Barbara Minor, Ed.

Offers organized access to current information on the trends, professional developments, research, and resources in the field of educational technology. Twentieth anniversary issue.

EM-94; 360 p.; \$60.00

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