
SELECTIONS FROM ERIC

Journal Articles

EJ496645

Bent, Dale H.; McLachlan, Jim S. (1994, Dec.). Demand for Information Managers: A Canadian Survey. *Education for Information*, v12 n4 p451-62 .

Describes the results of a survey of senior managers in Canada that was conducted by the Graduate School of Library and Information Science at the University of Western Ontario to estimate the employment demand for graduates in Information Management. Skills and qualifications judged to be important for Information Managers are discussed. (six references)

EJ496647

Hannigan, Jane Anne. (1994, Fall). A Feminist Standpoint for Library and Information Science Education. *Journal of Education for Library and Information Science*, v35 n4 p297-318. (Available UMI)

Uses a feminist standpoint to correct inaccurate scholarship in curricula, pedagogy, and research in library and information science. Topics include feminist philosophy and its relevance to curricula revision, specific curricula changes, the significance of women's ways of learning to pedagogy, research needs and the role of subjectivity in research. A bibliography of 114 items is appended. (52 references)

EJ464412

Jeng, Ling Hwey. (1993, Spring). From Cataloging to Organization of Information: A Paradigm for the Core Curriculum. *Journal of Education for Library and Information Science*, v34 n2 p113-26. (Available UMI)

Compares traditional and nontraditional curricula in the area of organization of information and proposes a new model for organization of information in which information is redefined and cataloging is perceived as a mode of organizational behavior. Some implications of this model on the core curriculum for organization of information are suggested. (26 references)

EJ462914

Large, Andrew. (1993, April). Information Technology and Education for Library and Information Studies: The Challenge. *Canadian Journal of Information and Library Science*, v18 n1 p23-33.

Discusses the impact of advances in information technology on library school curriculum. Topics addressed include a history of information technology in library schools; the rate of technological change; education versus training; information studies versus computer science; future possibilities; and the relationship between practitioners and educators. (17 references)

EJ476162

Lester, June. (1993). Education in Response to Change. *Journal of Library Administration*, v18 n3-4 p39-54.

Considers probable societal changes in the United States between now and the year 2000, including cultural pluralism, an increasingly older population, increased variety in the configuration of households, changes in the workforce, globalization, and shifts in education. Changes in libraries and in library and information science education are discussed. (Contains 43 references.)

EJ489702

Peterson, Lorna. (1994). Teaching the Practitioners: One Professor's Attempt at Library Education and Sensitivity to Multicultural Diversity. *Reference Librarian*, n45-46 p23-38.

Provides suggestions for incorporating multicultural diversity issues into the graduate library science curriculum. Topics discussed include questions of context; demographic shifts; creating curricular activities, including guest lecturers and encouraging behavioral as well as cognitive changes; and student responses, including student resistance. (Contains 28 references.)

EJ457997

Taylor, Robert S. (1993, Dec - Jan). Chance, Change and the Future in the Information Profession. *Bulletin of the American Society for Information Science*, v19 n2 p16-18 (Available UMI)

Discusses changes in the information science field based on personal reminiscences and suggests an agenda for the future. Topics addressed include information relevance; the reference process, including question negotiation; curriculum changes in information science; the value of information; and how people use information.

EJ485178

Watkins, Beverly T. (1994, May 18). New Era for Library Schools. *Chronicle of Higher Education*, v40 n37 pA19-20. (Available UMI)

To produce professionals trained to use new technology, library schools are reworking programs to include instruction on computers and telecommunications systems, hiring information-system specialists rather than traditional library educators, recruiting technically oriented students, obtaining funding to restructure programs, and submitting to new accreditation criteria.

ERIC Documents

ED367340

Kindry, Jean L. (1993). *The Role of Information Studies in the Library Science Curriculum*. 31 p. (Available from EDRS; microfiche or paper copy.)

The purpose of this study was to examine what role information science courses play in the library and information science master's programs. The current course offerings of the 50 American Library Association accredited schools in the United States were analyzed by designated categories to determine the percentages of: traditional library science courses; pure information science courses; and any combinations of the two. This paper explores the relationships between the two disciplines by determining the percentages of both library science and information science courses and then analyzing the direction the master's curriculum is taking. (Contains 12 references.)

ED375850

Woodsworth, Anne; and others. (1994). *The Future of Education for Librarianship: Looking Forward from the Past*. Council on Library Resources, Inc., Washington, D.C. 101 p. (Available from EDRS; microfiche or paper copy.)

The subject of this analytical bibliography is the future of education for librarianship. Its purpose was to cover English-language publications since 1980 and selected "classic" authors of the past, and to synthesize the trends and concepts that emerge. The first section presents a brief synthesis of each of the major issues/trends that emerged from the literature followed by an alphabetical list of the citations from which the analysis was

drawn. The major issues identified are accreditation, certification, and standards; curriculum; continuing education; extended educational preparation; information science, information resource management, and related fields; interdisciplinary linkages; international perspectives; non-classroom experiences; recruitment and admission; specialization; technology; and theory versus practice. The second section contains an annotated bibliography of 167 items published after 1980 together with older landmarks in the field. Section three lists citations of works that were identified as potentially relevant but were not reviewed.

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. ERIC Documents are announced in Resources in Education. They can be read in full text at any library holding an ERIC microfiche collection. They can also be ordered in paper or microfiche copy from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. Phone: 1-800-443-ERIC or 703-440-1400. Call for prices and delivery options.

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NEWS FROM ERIC

AskERIC's Web site named among top 5 percent

AskERIC's Internet site (<http://ericir.syr.edu>) was recently named among the top 5 percent of all World Wide Web sites by Point Communications, an independent review organization. The AskERIC site was praised for its "massive online question-and-answer service for teachers and parents; scores of lesson plans; and learning materials to use with children's programming on The Discovery Channel or PBS' 'Newton's Apple' series."

Point Communications rates Web sites based on their content, presentation and experience. Content criteria include thorough information, good links to other sites, good clips, accuracy, and information that is up-to-date. Presentation criteria include aesthetic qualities, innovation, and easy navigation. The key rating criterion is experience, which takes into account such questions as: Is the site fun? Is it worth the time? Would you

recommend it to a friend? In each of the three categories, the AskERIC site scored 42 or higher out of a possible 50 points.

AskERIC, a special project of the ERIC Clearinghouse on Information & Technology, is sponsored by the U.S. Department of Education, Sun Microsystems, and Syracuse University's School of Education and School of Information Studies. Project director is Michael B. Eisenberg, Professor of Information Studies.

ERIC System Wide Resources

This column is prepared by the ERIC Clearinghouse on Information & Technology, ERIC/IT, one of sixteen clearinghouses in the ERIC system. ERIC/IT specializes in library and information science and educational technology. ERIC/IT acquires, selects, catalogs, indexes, and abstracts

documents and journal articles in these subject area for input into the ERIC database. For an overview of the entire ERIC system, check out the WorldWide Web site <<http://www.aspensys.com/eric2/welcome.html>> This site can also be reached by going to the AskERIC site <<http://ericir.syr.edu>> and clicking on "ERIC Clearinghouses" under "AskERIC Features". From this site, you will be able to access the Gopher and WWW sites of all ERIC Clearinghouses, adjunct clearinghouses and ERIC support components.

No-Cost Resources from the ERIC Clearinghouse on Information & Technology

ERIC Digests are short reports that give an overview of topics of current interest and suggest literature for further reading. There is no cost for ERIC Digests and they may be freely reproduced. There is a minimal charge for postage. Order from the address or telephone numbers below or e-mail <janet@ericir.syr.edu>

Newest ERIC/IT Digests:

- o Libraries and the Internet - Mary McKenna
- o Say "YES" to Telephone Lines in the Classroom - Larry W. Lucas
- o Access Points to ERIC: Update 1995 - Marilyn E. Smith
- o Integrated Library Systems - Cynthia L. Lopata
- o Copyright Issues for the Electronic Age - Janis H. Bruwelheide
- o Library Support Staff in an Age of Change - Larry R. Oberg
- o Virtual Reality: An Overview - Jorge Franchi
- o Seven Steps to Responsible Software Selection - Kenneth Komoski & Eric Plotnick
- o The Field of Educational Technology—Update 1995 - Donald P. Ely
- o Local Area Networks for K-12 Schools - Timothy Lederman
- o Electronic Portfolios (K-12) - Anna Maria Lankes

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. IR-96; 110 p.; \$10.00

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.

Information Literacy in an Information Society: A Concept for the Information Age. Christina S. Doyle. IR-97; 80 p.; \$8.00

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.

Technology Making a Difference: The Peakview Elementary School Study. Brent G. Wilson, Roger Hamilton, James L. Teslow, and Thomas A. Cyr. IR-98; 230 p.; \$15.00

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.

Educational Media and Technology Yearbook (EMTY). Donald P. Ely, Ed. and Barbara Minor, Ed. EM-94; 360 p.; \$60.00

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

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