

SELECTIONS FROM ERIC

Journal Articles

EJ 501 807

Barron, Daniel D. (1995, May). May the Force Be with You: School Library Media Specialists and Technology. *School Library Media Activities Monthly*, v11 n9 p48-50.

Suggests school library media specialists should be responsible for promoting the integration of technology into education. Topics include resource allocation in the past; school library funding; the political climate and educational planning; technology teachers; library policies; and librarian and teacher cooperation. Provides a list of resources for "tested" uses of technology.

EJ 443 313

Buboltz, Dale, and others. (1991, Nov-Dec). Teaching Library Skills for the 1990s. *Book Report*, v10 n3 p13-15,17,19-29.

Includes 10 articles that address issues involved in teaching library skills in middle schools and junior and senior high schools. Topics discussed include computer-based technology; blending print and electronic sources; search strategies for online systems; expert systems for reference questions; information skills and thinking skills; and teacher librarian cooperation.

EJ 518 314

Byron, Suzanne. (1995). Preparing to Teach in Cyberspace: User Education in Real and Virtual Libraries. *Reference Librarian*, n51-52 p241-47.

Discussion of librarians' training for teaching user education focuses on experiments at the University of North Texas in providing resources and empowering education for librarians and staff members who teach. The use of computer-based education principles and Ranganathan's laws of library science are explained.

EJ 382 547

Jacobson, Frances F. (1988). Teachers and Library Awareness: Using Bibliographic Instruction in Teacher Preparation Programs. *Reference Services Review*; v16 n4 p51-55.

Discusses the necessity of incorporating bibliographic instruction courses into the curriculum of teacher preparation programs and reviews the literature in this area. A unit which introduces elementary education majors to school library services as a part of a required children's literature course at Western State College of Colorado is described. (16 references)

EJ 496 602

Morrill, Martha. (1995, Jan.). Roles 2000: How to Contain an Ever-Expanding Job. *School Library Journal*, v41 n1 p32-34.

Discusses the changing role of the school library media specialist. Highlights include the impact of an increase in job complexity and decreases in library funding; strategies for delegating; circulation; equipment operation; and empowering teachers. A sidebar lists 11 different perspectives of the media specialist's role. (11 references)

EJ 536 912

Northrup, Pamela Taylor, Little, Wesley. (1996, May-Jun). Establishing Instructional Technology Benchmarks for Teacher Preparation Programs. *Journal of Teacher Education*, v47 n3 p213-22.

Examines technology use in teacher preparation, emerging state and national standards for educators and technology, and benchmarks for teacher preparation programs (including faculty preparation), and notes the importance of creating school-business partnerships to help finance this costly venture.

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 491 627

Rothenberg, Dianne. (1994). Information Technology in Education. *Annual Review of Information Science and Technology (ARIST)*, v29 p277-302.

Discusses information technology in teacher education, teaching and learning in elementary and secondary education from 1991-93. Topics addressed include school reform; the effects of information technology on student achievement; networked schools; telecommunications; information services and technology in school library media centers; Internet use; information skills instruction; and future possibilities. (115 references)

EJ 513 701

Stoffle, Carla J., Williams, Karen. (1995, Summer). The Instructional Program and Responsibilities of the Teaching Library. *New Directions for Higher Education*, n90 p63-75.

Successful higher education institutions of the next century will be learning-centered; successful college libraries will become teaching libraries that equip students with lifelong learning skills; librarians of the future will be knowledge managers. Libraries must become user-centered, which will require a substantial initial investment that will not generate short-term dividends.

EJ 531 159

Turner, Philip M. (1996, Summer). What Help Do Teachers Want, and What Will They Do to Get It? *School Library Media Quarterly*, v24 n4 p208-12.

Asked to list ways their school library media specialist could help them become better teachers, teachers wanted training in instructional technology and design as well as access to high-quality instructional tools. In turn, teachers said, they could help media specialists help them by enhancing cooperative communication and providing emotional and practical support.

How to Obtain Materials Cited in this Bibliography:

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ALAWON
ISSN 1069-7799

Volume 6, Number 56
July 16, 1997

**DEPARTMENT OF EDUCATION'S DRAFT 1998-2002 STRATEGIC PLAN
AVAILABLE ONLINE**

According to today's Edtech-Alert News, the U.S. Department of Education has published an online draft of its Strategic Plan, 1998-2002. The plan will provide direction for the departments operations, through its goals and objectives.

The draft plan is organized around four goals:

GOAL 1: Help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment.

GOAL 2: Build a solid foundation for learning.

GOAL 3: Ensure access to postsecondary education and lifelong learning.

GOAL 4: Make ED a high-performance organization by focusing on results, service quality, and customer satisfaction.

Technology issues in the draft plan include:

Objective 1.7 of Goal 1: Schools use advanced technology for all students and teachers to improve education.

PERFORMANCE INDICATORS:

All teachers and students will have modern multimedia computers in their classrooms by 2001.

The percentage of public school instructional rooms connected to the Information Superhighway will increase from 14% in 1996 to 25% in 1998, and an increasingly larger percentage thereafter.

At least 50% of teachers will integrate high-quality educational technology, high-quality software, and the Information Superhighway into their school curriculum for effective support of student learning by 2001.

CORE STRATEGIES:

Technology connections, especially for high-poverty schools. Use the Federal Communications Commission's Universal Service Fund discounts, and "NetDays" to wire schools to use educational technology, connect every student and school to the Information Superhighway.

Modern computers, especially for high-poverty schools. Encourage local, State, Federal and private sector partnerships to provide access to modern computers for all teachers and students. The Technology Innovation Challenge Fund will provide \$425 million of funds for states and districts to plan, purchase and effectively use modern computers and other educational technology.

The entire plan is available at:

<http://www.ed.gov/pubs/StratPln97/index.html>