SELECTIONS FROM ERIC

Journal Articles

EJ 546 279

Baker, Thomas. (1996). German Library Networks in the Web Age. *Library Hi Tech*, v14 n4 p24-28. 1996.

Discusses German libraries' access to the Internet and World Wide Web, and reviews German library development and organization. Topics include state libraries; research library networks; national scientific service organizations that provide specialized information services; funding; standards; online catalog software; document delivery and interlibrary loan; and future plans, including library education.

EJ 536 204

Bruce, Christine. (1996, Nov). Learning Today for Professional Development Tomorrow. *Education for Library and Information Services: Australia*, v13 n3 p3-20.

Because of rapid changes in the information profession, librarians must actively pursue their own professional development. Presents strategies to enhance this skill in future librarians, including journal discussion clubs, portfolios, peer review, action learning, current awareness strategies, and learning to approach new technologies independently. Analyzes strategy implementation, student reactions, and the impact on lifelong learning.

EJ 413 637

Burgess, Susan F.; Edwards, Susan E. (1990, Jun). The Transformation of Library Education in Australia. *Education for Information*, v8 n2 p117-38.

Reports results of a qualitative study of Australian library educators regarding the broadening of library education to include other information professions. Respondents are categorized as conservers (showing little enthusiasm for expanding the boundaries of library education) and expansionists (seeing expansion as desirable). Major themes emerging from the study are discussed within each category. (14 references)

EJ 426 107

Chu, Chi-King. (1991, Mar). A HyperCard Map Information System. *Computers in Libraries*, v11 n3 p34-38.

Describes the development of a HyperCard system at the University of Hong Kong that enables users to retrieve information about maps, aerial photos, or satellite images in a particular area of interest. User needs are discussed, and cartobibliographic information contained in the HyperCard stacks is described. (6 references)

EJ 476 353

Khoo, Christopher S. G.; Poo, Danny C.C. (1994, Mar-Apr). An Expert System Approach to Online Catalog Subject Searching. *Information Processing and Management*, v30 n2 p223-38.

Reviews methods to improve online catalogs for subject searching and describes the design of an expert systems front-end to improve subject access in online public access catalogs that focuses on search strategies. Implementation of a prototype system at the National University of Singapore is described, and reformulation strategies are discussed. (25 references)

EJ 503 405

Kuhne, Brigitte. (1995, Jan). The Barkestorp Project: Investigating School Library Use. *School Libraries Worldwide*, v1 n1 p13-27.

Describes the Barkestorp Project that investigated the teaching and learning process for Swedish elementary school children after libraries had been introduced into the curriculum. Highlights include planning by principals, teachers, and librarians; the librarian's role; cooperation between teachers and librarians; student behavior; library resources; and differences in use by subject areas.

EJ 476 206

Limberg, Louise. (1993). Swedish School Libraries for Education 2000: Fears, Hopes, and Expectations in Swedish School Librarianship. *School Library Media Annual (SLMA)*, v11 p59-64.

Presents an overview of libraries in Swedish schools. Topics addressed include restructuring Swedish education motivated by new principles for governing schools, economic recession, and a government proposal for a new national curriculum; cooperation with public libraries; district coordination; school libraries as change agents; information skills programs; and future plans. (5 references)

EJ 513 824

Niinikangas, Liisa. (1995, Fall). An Open Learning Environment— New Challenges for the Finnish School Library. *Scandinavian Public Library Quarterly*, n4 p1-11.

Discussion of the role of Finnish school libraries in supporting learning focuses on the development work and further education provided by the Further Education Centre for Vocational Institutes and Administration in Finland. Highlights include school libraries in comprehensive schools and vocational institutes, resource-based learning, and information skills and information literacy.

EJ 417 028

Pong, Lai Yeen. (1990, Sep). Computerisation of Library Operations in Singapore: An Overview. *International Library Review*, v22 n3 p163-79.

Traces the development of computerization of library operations in Singapore from 1970 to 1989. Highlights include the role of the Ministry of Finance; institutional computerization; consortiums; the Singapore Integrated Library Automation Service (SILAS), a national network whose main function is to provide online shared cataloging; and access to online databases. (14 references)

EJ 480 988

Thompson, Janet R.; Thompson, Richard A. (1994, Feb). A Literary Treasure House for Teachers: The Internationale Jugendbibliothek in Munich. *Journal of Reading*, v37 n5 p386-88.

Describes the International Youth Library in Munich, Germany, a resource on children's literature from all over the world which makes available to teachers and researchers books, texts, magazines, journals, essays, news clippings, and special collections as well as a children's lending library of books in 12 languages.

EJ 485 221

Tornudd, Elin. (1994, Mar). Library Cooperation for National Information Provision. *Information Development*, v10 n1 p29-34.

Examines the National Resource Library in Finland and other European countries to provide a possible information model for developing nations. An evaluation of the national resource library network in Finland is presented, and a list of the national resource libraries in Finland is contained. (6 references)

EJ 468 976

Yin, Clare Chiang Mei. (1990, Jun). The Class Library System in Hong Kong Primary Schools. *Guidelines: A Periodical for Classroom Language Teachers*, v12 n1 p72-79.

Ways for language teachers to make effective use of a class library are suggested with focus on selection of suitable books, provision of sufficient reading time in class, and varieties of library activities for primary schools. The Hong Kong approach is cited.

How to Obtain Materials Cited in this Bibliography:

NEWS FROM ERIC

Five Electronic Information Services at ERIC/IT

Recently, President Clinton announced his "number one priority is to make sure that all Americans have the best education in the world." ERIC/IT's Internet services respond to this presidential priority by making education information more accessible to educators than ever before. One of ERIC/IT's goals is to provide educators with innovative ways of teaching and learning. In this edition of News from ERIC, we feature ERIC/IT's five Internet services and update current progress in each project. Collectively, these five electronic services and other research projects form the Information Institute of Syracuse (IIS).

Building a Virtual Reference Desk

Every week, thousands of students, teachers, librarians, parents and other members of the education community receive answers to their education questions via the Internet. Facts about dinosaurs, math, staff development, and more stream through the wires, fibers and computers that make up the global computer network. Members of the education community are not restricted to books, magazines, and other traditional ways of finding answers to their questions. Internet AskA services such as AskERIC, the MAD Scientist Network, and the Internet Public Library use e-mail to put people in touch with experts or information specialists who can answer their questions directly.

The Virtual Reference Desk project, sponsored by the ERIC Clearinghouse on Information & Technology (ERIC/IT) and the National Library of Education, is studying how students, educators, and parents use the Internet to receive answers to their questions, and how AskA services provide some of those answers.

Experts from schools, colleges, industry, and government are cooperating with the Virtual Reference Desk project to build a network of expertise, experience, and unlimited possibilities for learning. For more information about the Virtual Reference Desk project, contact Dave Lankes. E-mail: rdlankes@ericir.syr.edu

Gateway to Educational Materials

In keeping with President Clinton's educational policies, the National Library of Education Advisory Task Force identified lesson plans and teacher guides as an area of top priority in which NLE should apply library and information science expertise.

The National Library of Education is spearheading a consortium effort called the Gateway to Educational Materials (GEM). A special project of ERIC/IT, the goal of GEM is to create an operational framework to provide one stop access to the thousands of lesson plans, curriculum units, and other educational materials that exist on web and gopher sites across the Internet. GEM will create a standard way of describing educational materials, and will assemble these descriptions in a single union catalog, creating easy access no matter where these materials reside on the Internet.

For more information about the GEM project, contact Nancy Morgan, GEM Coordinator, e-mail: nmorgan@ericir.syr.edu, or access the GEM web site at: http://geminfo.org.

AskERIC Turns 5!!

The award-winning AskERIC service celebrated its 5th anniversary in November 1997. Since first opening its electronic doors in November, 1992, AskERIC's question-answering service has responded to nearly 100,000 questions about the practice of education. AskERIC has grown tremendously in five years. Now, during peak times each semester, the team of AskERIC information specialists respond to over 1,000 questions per week.

In order to handle an increasing volume of e-mail efficiently, AskERIC has implemented a new digital triage system based on help-desk software. The software also helps AskERIC locate and retrieve resources that have been archived for future reference.

AskERIC's Virtual Library has also gone through major transformations over the years. It now features a PLWeb search interface to the ERIC Database, and boasts an ever-expanding collection of high-quality lesson plans. More new design features and resources are in store for the coming year.

A new color poster, listing AskERIC's new e-mail address: askeric@askeric.org and URL: www.askeric.org is now available. Dont worry, AskERIC's former Internet addresses will be active indefinitely.

Come visit AskERIC.
The digital library is always open!

AskLN

AskLN (Ask the Learning Network) is the online question -answering and referral service of AT&T's Learning Network. AskLN was created by AT&T and the Information Institute of Syracuse (IIS) at Syracuse University. AskLN's mission is to improve educational success by helping educators integrate technology into the educational process. Teachers, principals, administrators, library media specialists, parents, and anyone seeking guidance and advice on educational technology are welcome to e-mail AskLN.

AskLN's primary mission is to help classroom teachers who need assistance in implementing educational technology in the classroom. Questions come to AskLN about software, hardware, use of the Internet and the World Wide Web, technology planning, and other technical issues. AskLN also provides lesson plans, curriculum materials, and other resources useful to educators.

What distinguishes AskLN is its network of information specialists called AskLN Mentors. AskLN Mentors are practicing teachers and school library media specialists who have expertise in educational technology in addition to curriculum specialties. When a question is sent via e-mail or from the AskLN web site, it is received by the AskLN program coordinator and then sent on to one of the mentors. Mentors answer the questions within two school days, providing accurate and reliable information.

> To send an e-mail question to AskLN:
> e-mail: AskLN@ericir.syr.edu
> To access the AskLN web site, go to:
> http://ericir.syr.edu/AskLN/

KidsConnect

KidsConnect is an Internet question-answering, help, and referral service for K-12 students. Based on the AskERIC model, KidsConnect is a component of ICONnect, the technology initiative of the American Association of School Librarians (AASL). Two hundred volunteer school librarians (cybrarians) answer most of the KidsConnect questions. The goals of KidsConnect are to connect students with quality information on the Internet and to help school library media specialists fulfill their roles in cyberspace. When a student sends an e-mail question to KidsConnect, the question is routed to a team of cybrarians who usually respond within two school days. The volunteers try to teach good search strategies, help students determine quality resources, and advise students to be aware of bias.

Since its start in April 1996, KidsConnect has responded to over 5,000 questions. Approximately 43% of the questions are from K-5 students, 16% from 6-8th graders, and 31% from 9 -12th graders. The remaining 10% is from adults, generally asking questions for the students. Although most of the questions come from the United States, some come from 27 other countries, and from all continents except Antarctica.

KidsConnect volunteer cybrarians come from Australia, Canada, England, Israel, Japan, Malaysia, New Zealand, the Philippines, and the United States. They gain a sense of satisfaction from assisting students all over the world and from learning new skills. They are seen as technology leaders in their schools, and gain confidence in training their own faculties and students in using the Internet. They also feel a sense of pride in being involved with an innovative, cutting edge, international project.

> To send an e-mail question to KidsConnect,
> e-mail: AskKC@iconnect.syr.edu
> To access the KidsConnect web site, go to:
> http://www.ala.org/ICONN/kidsconn.html

New Products from the ERIC Clearinghouse on Information & Technology

Survey of Instructional Development Models, Third Edition, by Kent L. Gustafson and Robert M. Branch

This popular text, now in its third edition, presents a brief history of instructional development (ID) models and describes how ID models influence the process of teaching and learning. These "instructional development models serve as conceptual and communication tools for analyzing, designing, creating, and evaluating guided learning ranging from broad educational environments to narrow training applications." Gustafson and Branch select 13 models that are representative of ID literature and reflect most of the main concepts found in other models. The authors evaluate and discuss ID models that are useful for classroom, product, or system orientations. Illustrations of each ID model are included. (ISBN: 0-937597-43-0), 106 p., 6" x 9"; spiral; $20.00

AskERIC Color Poster

> Got an Education Question?. . . . AskERIC

Display this color 18" x 24" poster that features AskERIC's e-mail and web site addresses. The online addresses appear on the poster together with a dramatic apple in the spotlight, a classic education icon.

> See the poster online at:
> http://ericir.syr.edu/ithome/pubs.htm
> AskERIC poster, 18" x 24"; $5.00

"ERIC in Action" Video, 1997 Edition

ERIC in Action, a 15-minute video, describes the basic structure of the ERIC system, the major benefits the system offers to its users, the key features of the ERIC database, and the options you have for locating copies of the materials you decide to use. The ERIC system is a vast support network that publishes summaries of current education literature and more in the world's largest education database. Use this video to introduce the ERIC system to educators, researchers, and anyone interested in accessing current education information.

> ERIC in Action video $20.00