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From Gutenberg to Google

information media news

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Dean's Corner

The theme for this issue is "From Gutenberg to Google: The evolution of information formats and access types."

I have tried to imagine what it must have been like when Gutenberg finally got his moveable type printing press to work. Did he leave the "office" that day and tell his family and friends all about it? I bet they had some things to say about his efforts! Most likely not everyone was able to envision the implications this new technology would bring to the world.

It is now over 550 years later and I can "publish" information instantaneously and potentially have an enormous worldwide audience for this information in a matter of seconds via the Internet. Who during Gutenberg's lifetime could have conceived of how easily we are able to exchange information today? The change in our publishing technologies has been phenomenal.

I read a quote recently that asserted that "Technology evolves at an exponential rate, but our brains do not." This constant evolution of information formats and access methods elicits a variety of reactions from people including excitement, exhilaration, panic, and fear. Our jobs in the information media/information technology worlds focus upon assisting people to address these changes. We aim to help people manage this exponential evolution.

Given this rate of change, there is a parallel growing demand for employees who can perform this type of work: specifically, to provide training, encouragement, and direction for people to learn and adapt changing technologies to their jobs and lives. I believe there will be a huge need for people with these types of skills in our future.

What will the future bring? Will any of today's inventions have the impact of Gutenberg's press? One certainty is that the information professional will be in the midst of these changes for years to come. It is an exciting time. I hope you are enjoying your studies and/or your jobs as we move toward this future together.



Dr. Kristi Tornquist, Dean

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Information Technologies: From Gutenberg to Google

by Jeanne Anderson, CIM Coordinator



Information technologies have had social impacts that have dramatically changed the course of history. From the invention of language to writing to paper, moveable type and digital technologies, societies with access to these inventions have seen changes to interactions between

individuals, cultural traditions, institutions, governments, education, business, and news transmission. I will begin this discussion with the information technology that gave impetus to the European Renaissance: moveable type.

Johannes Gutenberg invented moveable type printing which revolutionized book production about 1450. His first printed Bible was highly regarded for its technical and aesthetic quality. A letter of March 12, 1455, by Enea Silvio Piccolomini, later Pope Pius II, lauded the neat printing that could be read without glasses. This invention had varied effects. The availability of printed materials at a reasonable cost led to rising levels of literacy among the middle class. The spread of this printing technology throughout Europe invited more people into conversations on important matters. Lower cost printing also meant that libraries could now obtain and store more information at lower cost (Kreis, 2000).

Printing technology is considered a key factor in the Renaissance, which saw many advances in science, technology, and scholarship in standardized forms, uncorrupted by hand copying. Because each copy of a text was the same, the exact citing of references became possible. Also, authorship became profitable. Both these factors contributed to the notion of intellectual property. This, in turn, led to the British King's Licensing Act of 1662, a predecessor to the first copyright law, England's Statute of Anne (1710) (Goldstein, 2003).

Another consequence of wider public access to the printed word is that those in authority felt it to be challenging to their positions. This led to more rigorous censorship efforts. In 1543, a decree was issued by the Catholic Church that no book could be printed or sold without permission of the church, and an *Index of Prohibited Books*, the first of 20 such lists, was set down by order of Pope Paul IV in 1559 (Newth, 2001).

Fast forward to the Information Age: we may now be in another renaissance in the way we work, the way we think and learn, and the way we relate to others as a result of contemporary information technologies. Obtaining information from the Internet has surpassed print in every age group up to age 65 (Carr, 2005). Google and Yahoo, companies that have already changed the way we approach information through their search engines, are offering new services at an unprecedented rate, and are digitizing books, which can be searched and displayed on a vast scale.

Random House and Amazon.com now offer pay-per-page services, and Amazon.com allows consumers to assign categories (tags) to resources. These services are drawing people away from physical visits to academic libraries. Patrons are also expecting more technical skills from librarians (FLICC/Fedlink, 2005). Libraries and librarians' work lives will necessarily be transformed as a consequence of the new information technologies and services.

Most of us use information technologies in our workplaces to store, manipulate, distribute, or create information. For those of us in the library, education, and training fields, this means that we may use these technologies to provide information access to a broader and more diverse audience. Our audiences may now include those outside our local geographical or cultural communities and those with disabilities entering the mainstream. This factor increases the care with which we need to create our information. Many of us also use these technologies as researchers to access more sources of information. New technologies have opened channels of communication between people all over the world. I now count among my colleagues and collaborators professionals in the field from Sweden, Germany, Finland, and throughout the U.S.

Information technologies are changing our very notions of intellectual property and instructional development models. For instance, open course "collaboratories" are "collaborations of teachers, researchers, and students with the common purpose of developing open, reusable learning assets" (OpenCourse.Org, 2006, <http://opencourse.org/>). One wonderful example is The Michigan Institute of Technology's (MIT) OpenCourseWare. MIT course materials are used by professionals, self-learners, students needing refreshers, and graduates for continuing professional development (<http://ocw.mit.edu/OcwWeb/Global/AboutOCW/worldreaction.htm>). The phrase "open course" is a takeoff of the phrase "open source." "Open source" is a notion that has developed among programmers communicating about courses for more than 20 years. It is an approach to software design using incremental effort by individuals or collaborations whereby programmers are able to modify programs and redistribute them back to the community. Both open source and open course models can be very effective, but require us to rethink notions of intellectual property where they impede the rapid development of effective, customized products. The open course model is already transforming instructional development for many practitioners.

I think that the most profound effects that contemporary information technologies could have are in the (perhaps unintended) changes in the way we think and relate to one another. Sherry Turkle calls information technology "identity technology" (2004). By this she means that these technologies have cognitive effects, and may affect how people see themselves and others. Chat rooms and role-

playing games provide young people the opportunity to explore identities, but may also impede the development of authentic selves. She suggests that computer-mediated communication may give children the appearance of friendship without the demands of the real thing and may leave young people with “too little experience of how to share their real feelings with other people” (<http://chronicle.com/weekly/v50/i21/21b02601.htm>).

A second concern is that many young people, growing up with instant messaging, blogging, and similar information technologies that leave traces, have little concern for the rights of privacy. The usual argument I hear from students is “Why worry? I’m not doing anything wrong.” This sounds chillingly familiar to me from the science fiction I read as an adolescent. It is as if these students have adopted the perspective of “Big Brother,” which can result in changing their behavior to conform to the expectations of those they believe are watching them. They fail to see a connection between privacy, power, and the loss of civil rights (Turkle, 2004; Johnson, 2003).

A third issue is one that even my students have expressed concern about, and that is the casual standards for communication. E-mail, role-playing games, instant messaging, and creating PowerPoint presentations all show

evidence of users’ failure to think clearly and deeply about a complex and ambiguous world. This does not necessarily imply that the software causes “sound byte” thinking, but it does not challenge users to move beyond superficial or incomplete ideas. PowerPoint, for instance, helps users create the appearance of a polished outline (Tufte, 2006). However, in a culture where speed is a virtue, the time required to analyze, question assumptions, develop a coherent argument, and consider points of a debate is often short-circuited. Ironically, because information technologies have made everyone a potential publisher, there has never been a greater need for critical thinking. We as librarians, educators, and instructional designers must respond to the cognitive changes wrought in our students by information technologies if we hope to be effective.

As knowledge becomes the basis for the economy and professions of many of the world’s people, it can be argued that we may shift from physical, material notions of reality to a mental reality. The interaction of human minds made possible through the Internet may even lead to a shared space of all ideas, or a world mind, if you will. We must be mindful of the intended and unintended consequences of our technologies in order to make effective choices in their uses.

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New Scholarship

Inez Rank Scholarship for Instructional Technology

The Center for Information Media announces a new scholarship for undergraduate majors in Information Media. The scholarship is the result of an anonymous gift to the Center. Criteria for selection includes a GPA requirement of 3.25 in the student’s major and an overall GPA of 3.0, leadership qualities, recommendations, and the applicant’s statement of his or her program goals, future plans for education, and leadership potential. The scholarship can grant the receiving student an initial gift of \$1,000 and annual gifts of at least \$500, before December 31 of each year for 3 years. It is hoped that the first award will be available this spring.

CIM is Getting a New Name!

Center For Instructional Media

The Center for Information Media, effective September, 2007, shall be changing its name to the Center for Instructional Media.

The new name reflects the program’s emphases upon the design and delivery of instruction for educational purposes in preparation for employment in schools, instructional design, and corporate training.



New Graduate Assistant: Breanna Cardinal



A new Graduate Assistant here at St. Cloud State University, **Breanna Cardinal** received her bachelor's degree in English from Carthage College in Kenosha, Wisconsin, along with a minor in history. Breanna is hoping to one day become a librarian who writes fiction in her off hours. Breanna is currently working in CIM to help publish the *Information Media* newsletter.

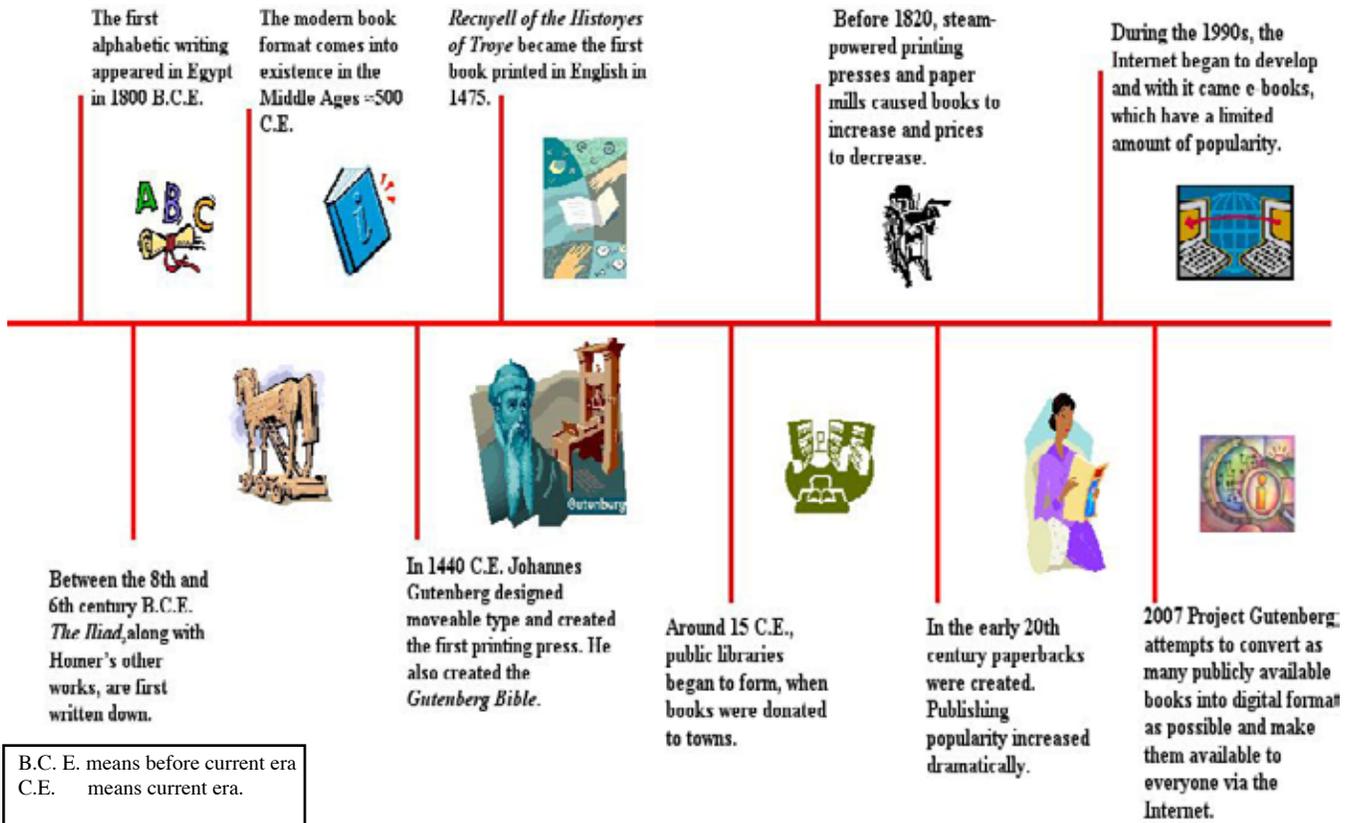
Some of Breanna's writings have been published on the Internet site <http://www.poetry.com> (just type her name into the poet search). She also wrote a collection of poetry called *The Child's Journey* as a requirement for her English major, and wrote a thesis on the play *Dr. Faustus* as well.

Breanna presented her thesis in front of the entire English faculty at Carthage College once she had completed it. Breanna chose St. Cloud State University because it is one of the few schools in Minnesota with a library science program, and St. Cloud is smaller and less costly than many of the other schools that offer this major.

Breanna decided to study library science because her mother suggested it would be a good field for her due to her organizational skills and her love of reading and writing.

Breanna enjoys swimming, bike riding, and traveling. She has visited several other cities overseas with her family, including Paris, France, and London, England. In the United States, she has visited Colorado, Florida, South Dakota, North Dakota, Illinois, and Mississippi.

From Gutenberg to Google: A Timeline of Printing History



Wikipedia. (2007). *History of the book*. Retrieved January 24, 2007, from http://en.wikipedia.org/wiki/History_of_the_book
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Don't Burn Down the Library

by Alex Ames

One rainy October day, shortly after the beginning of Micheltmas Term at the University of Oxford, American study abroad students at the Centre for Medieval and Renaissance Studies, St. Peter's College, were escorted to the Bodleian Library's Divinity School Chambers to receive their library cards. Seated in the medieval hall which temporarily served as the House of Parliament under Oliver Cromwell, the 40-odd students were summoned forward in single file by robe-clad Bodleian librarians, swearing an oath not to deface, defile, or set fire to the library's holdings. After taking the centuries-old oath, we received our cards and were welcomed to utilize the resources of one of the world's oldest and largest libraries.



A corner of Radcliffe Square, depicting a number of the plaza's architectural treasures. Narrow medieval streets were demolished in later centuries in favor of the elegant walkways and academic buildings which form the spiritual heart of the university.

"Dominus Illuminatio Mea: Let God Be My Illumination" (Oxford slogan).

The Oxford system revolves around tutorials and lectures, an educational philosophy little altered since the university's founding. Tutorials are offered once a week in one-on-one sessions with an Oxford professor; tutorials are centered upon the oral delivery and discussion of a weekly essay assignment. Lectures, much akin to their American counterparts (to the relief of busy Oxford students), are optionally attended and delivered by a professor while students take notes.

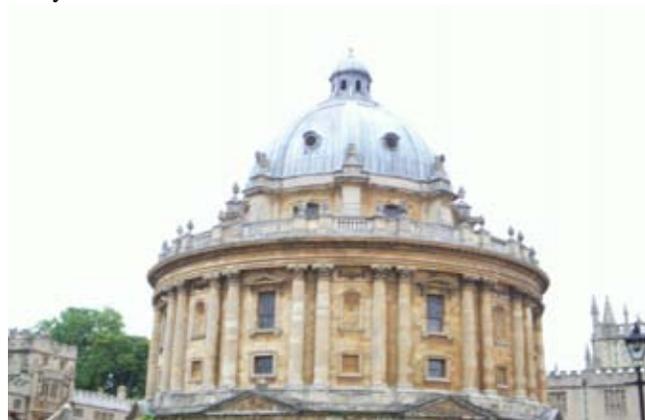
Oxford is nothing if not steeped in tradition. Among the oldest universities in western Europe, the ancient and modern coexist, sometimes peacefully and at times turbulently, in a city whose life centers around the 36-odd colleges which form one of the most respected educational institutions in the world. My studies at Oxford centered upon the history, literature and philosophy of the Middle Ages; medieval scholastic traditions are evident in the university's methods of instruction unique to both Oxford and one other institution, Cambridge, founded by dissident Oxford scholars in the 15 century.

When asked to describe my English experience, I tell friends and family that the old nation anticipates its future by first looking to its past. Nowhere is this more true than



Alex outside Chartwell, Sir Winston Churchill's country home in Kent, England.

in Oxford, where medieval scholastic traditions survive surprisingly intact. I will always remember waiting to give my oath to the Bodleian librarians, promising not to set fire to the stacks; scholars before the age of electricity burned candles late into the night. Yet despite the recent development of the light bulb, the ancient clause remains. "The University of Oxford is less a place than a feeling, really," jokes Dr. Mark Philpott, Senior Tutor at the Centre for Medieval and Renaissance Studies. Back in Minnesota, I understand the truth in his observation; 4 months in "the city of dreaming spires" taught me to appreciate the centuries of academic tradition which have shaped the way we learn today.



The opulent Radcliffe Camera (Latin for "room"), one of the Bodleian Library's famous reading rooms, stands in the center of Radcliffe Square and is a frequent study place for Oxford undergraduates. It houses collections in history, English literature, and theology.

Alex Ames, 19, is a senior Information Media major at SCSU. After studying abroad Fall Semester 2006 at the University of Oxford in England, Alex is completing his undergraduate degree before earning an M.A. in history at SCSU. He hopes to attend the University of Iowa's School of Library and Information Media Sciences and thereafter to pursue a career in academic librarianship and library administration.

Celebrating the Modern Book

by

Sandra Q. Williams, Chris Inkster, and Marcia Thompson

Leadership

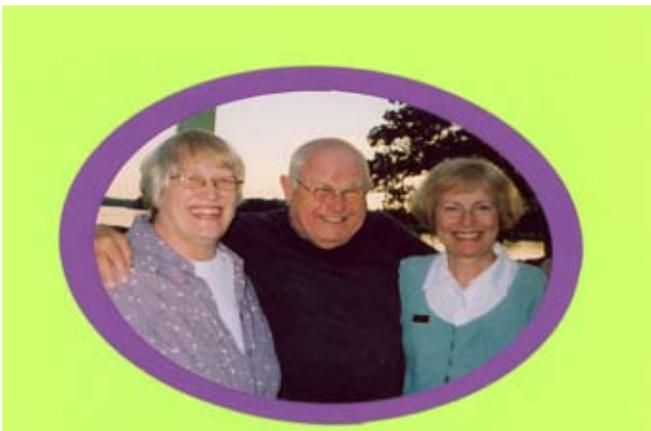
The Children's Literature Workshop began in the summer of 1980 with the work of Doreen Keable and Jerry Westby from the Center for Information Media at SCSU. The first workshop Sandra Williams helped to coordinate was in 1987, the year Doreen decided to put her time toward other endeavors. Chris Inkster joined the program in 1990, and Jerry retired in 1996. In 2006, Marcia Thompson joined CIM on a full-time basis and began working with the workshop faculty in an advisory capacity; she shall gradually assume more responsibilities throughout the next few years. Registration details were handled first by Continuing Studies at SCSU, and then by Educational Conferences. In 1998 that office closed, so staff contracted with The Odyssey Group. Lu Ann Rice has been the contact at the Odyssey Group since 1998.

Location

The workshop met at SCSU from 1980 through 1989, and then moved to the Sunwood Inn beginning in 1990. In 1994, the hotel's name was changed to the Kelly Inn. In 2001, the workshop was relocated to the Holiday Inn.

Speakers

A different theme was assigned to each of the first 11 years of the conference. In 1991, the workshop was given a generic name (beginning with 12th Annual), and that was also when staff began the pattern of inviting two speakers to the conference—one nationally known, and one from Minnesota. Because Minnesota has such a wealth of excellent children's book authors and illustrators, during many years the Minnesota presenter was as well known as the national presenter. In 1991, staff also began the practice of offering breakout sessions on the morning of the second day, and the practice of ending the workshop with a storyteller was initiated.



Chris Inkster, Tomie de Paola, and Sandra Williams are all smiles at the Sunday evening dinner held for Tomie at Fisher's Club in Avon.



A view of the display Chris Inkster and Sandra Williams created in the Miller Center lobby for the 2006 Children's Literature Workshop featuring Tomie de Paola.

Friends of the Workshop

For many years counsel and advice was received from Gertie and Chuck Geck from the Tree House Book Store. Gertie now handles this work by herself from her house in Cambridge, and is often the only vendor of books at the conference. Gertie is very knowledgeable about children's books and has been a regular presenter on the year's best new books since 1997. Her sessions are wonderful; many staff have been told by participants that they are worth the price of admission alone. Faculty are grateful for the help of many people in Learning Resources & Technology Services, and are appreciative of the support of the Dean, Dr. Kristi Tornquist, as well as the support of everyone who registers to attend each year. There would be no workshop without loyal attendees!

The Children's Literature Workshop has been able to offer some very well-known authors and illustrators throughout the years. The workshop has been graced by both Newbery and Caldecott award winners as presenters, as well as recipients of many other known awards.

Some of the well-known names have been Lois Lowry, Marion Dane Bauer, Nancy Carlson, Douglas Wood, Seymour Simon, Avi, Jerry Pinkney (and later his son Brian Pinkney), Patricia Polacco, Russell Freedman, Ed Young, Rosemary Wells, David Macaulay, David Wisniewski, Emily Arnold McCully, Kate DiCamillo, Lauren Stringer, Debra Frasier, Mary Casanova, Betsy Bowen, Phyllis Root, Lisa Westberg Peters, Brian Selznick, Pam Muñoz Ryan, Tomie dePaola, and for 2007, Richard Peck and Karen Ritz.

If you haven't had a chance to attend the workshop in the past, set aside June 18 and 19 to treat yourself this summer. There shall be an award-winning lineup of presenters (see flyer inserted in this newsletter), and you're sure to pick up some great ideas you can use to enhance and energize your work with students next fall. We look forward to seeing you!

Graduate Profile: An Interview with Supawan Supanakorn



1. Tell me about yourself. I grew up in Bangkok, Thailand, and moved to the United States 9 years ago to study intensive English. After completing a bachelor's degree in economics and a master's degree in applied economics from Utah State, I worked in a trading company in an export position—which I did not feel would be my future career. I then took the advice of a friend and came to St. Cloud State University to pursue an Instructional Technology Certificate. After taking a few classes, I decided to pursue a full master's degree in Instructional Technologies (Track I). I also obtained a Design E-learning Certificate.

2. What is your current work role? Upon completion of my degrees, I returned home to Thailand. I currently work for a consulting company as part of a training team. The team applies instructional design in a work setting. Once we receive the needs assessment, we work through the rest of the process to train new employees.

I am glad that St. Cloud State University's program addresses cross-cultural management training in courses, because I work with multiple client cultures on a daily basis.

3. What special interests do you have in the information media field? My special area of interest is e-learning design. My graduate portfolio looked at utilizing multimedia technologies to develop interactive course content online. I helped Dr. Theis put the computer competency test and content online, and worked with Dr. Thamvichai to develop an online interactive module for an engineering software using Macromedia Captivate. I recently presented on this topic with former SCSU faculty member Doris Bolliger at the International Visual Literacy Conference in Fort Worth, Texas.

4. What are your hobbies and interests? I am passionate about photography! I especially like photographing landscapes. I enjoy camping and have been scuba diving in Thailand and Key West. I also like to travel. In addition to visiting the United States and Thailand, I have traveled to China, Singapore, and Saudi Arabia. My favorite book is *Tuesdays with Morrie* by Mitch Albom. The author was particularly good at expressing Morrie's feelings and putting them into words.

5. Who are the persons who have influenced you (professionally or otherwise)? Doris Bolliger and Tom Hergert are really the people who helped me with my research and organization.

6. Anything else you would like to share? I really liked the program at St. Cloud State University because of the flexibility it offers. Students have many electives to choose from in order to create the program that is right for you.

New: Podcast and Blog for School Library Media Specialists



St. Cloud State University has started to host a podcast for school library media specialists. To subscribe, please visit <http://web.stcloudstate.edu/schoolmediapodcast/podcast.xml>. Once a month, a new guest such as a practicing media specialist, professor, educator, or Minnesota Educational Media Organization (MEMO) member shall be featured. Each participant will discuss trends in the field or best practices, and listeners may post their comments on the site in the form of a blog or podcast. Visit the Web site to listen and/or subscribe to the podcasts at: <http://web.stcloudstate.edu/schoolmediapodcast>. If you have a suggested topic you would like to see addressed, would like to comment, or would like to be a guest, send an e-mail to schoolmediapodcast@stcloudstate.edu or leave a voice mail message at (320) 308-3072. We would love to hear from you.

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SCSU Faculty Serve the Community

Editor's Note: In this edition of *Information Media News*, the newsletter team asked faculty members to share what they have chosen to do to meet contractual responsibilities for service to the community and to highlight their contributions to the profession.

Christine Inkster

Chris has served as the Newsletter Editor for the local branch of the American Association of University Women (AAUW) for a number of years. She used PageMaker to design and produce a monthly newsletter that was sent to all local members. The newsletter received the state AAUW Award for Outstanding Branch Newsletter twice during her tenure as editor. She is also a member of Central Minnesota Reading Council (CMRC), where she supports sponsored activities and uses networking opportunities to let people know about CIM classes and programs. In addition, she partners with Sandra Williams to coordinate the Children's Literature Workshop, now in its 28 year. Between 150 and 200 teachers and media specialists typically come to the 2-day workshop where they listen to national children's authors or illustrators, attend a number of small group sessions, hear a Minnesota author or illustrator, and enjoy a storyteller. This service gives the opportunity to focus upon children's literature to teachers and media specialists throughout the state of Minnesota, as well as the surrounding region.

Sandra Williams

Sandra is active in the Central Minnesota Newspapers for the Visually Impaired program under the auspices of the Communication Center of the State Services for the Blind. The members of this group are responsible for reading aloud the *St. Cloud Times* and other local area newspapers such as *Monticello Times*, *Princeton Union*, *West Central Tribune*, *Bonanza Valley Voice*, *Cold Spring Record*, *Annandale Advocate*, and *Elk River Star News*. Readings are broadcast from the KVSC Studios in Stewart Hall. Articles are selected from throughout the paper, including tributes and services and *Dear Abby*. The programs are broadcast to listeners in the Central Minnesota area through the closed-circuit Radio Talking Book network, which provides 24-hour programming all over the state.



Sandra Williams working over the airways to perform her readings for the blind.

Merton Thompson, John Theis, Marcia Thompson, and Jeanne Anderson

Merton Thompson and John Theis have created and delivered workshops for faculty and students through InforMedia Services (IMS).

Marcia Thompson coordinates author visits at Becker Intermediate School.

Jeanne Anderson is part of a literacy project at Westwood Elementary School that writes pen pal letters to second graders. She also serves her professional organization, the International Society for Performance Improvement (ISPI), by reviewing Certified Performance Technologist (CPT) applications.



Professor Jeanne Anderson proudly displays the many letters from her pen pals.

Karen Thoms

Karen's service to the community for the past 8 years has been to Mothers Against Drunk Driving (MADD), Stearns County. Mothers Against Drunk Driving was formed 20 years ago, with its goal to reduce the number of injuries and deaths resulting from drunk driving. Karen has served as the chapter's Newsletter Editor, Vice-President, President, Copyright Advisor, and Technology Advisor. How does this fit in with what Karen does in LR&TS? Over the years, Karen has been the Copyright Coordinator in LR&TS. She teaches students how to create newsletters, and she currently leads faculty and student technology training workshops offered by InforMedia Services (IMS).

Faculty Updates

Editors note: The following is a list of papers, publications, and presentations done by members of our faculty this year. Due to the limited amount of space available in the *Newsletter*, we had to limit the citations to one credit per professor.

- Ewing, K. (2006, September). *Trends affecting the development of the next generation OPAC*. Presented at the MnLINK Annual Conference, Brooklyn Park, MN.
- Inkster, C. (2006, August-October). *Everyday life in Elizabethan England*. PowerPoint researched and display mounted in St. Cloud State University's Reference Area of the Miller Center for Elizabeth I Exhibit, St. Cloud, MN.
- Malikowski, S. R., Thompson, M. E., & Theis, J. G. (2006). External factors associated with adopting a CMS in resident college courses. *Internet & Higher Education*, 9, 163-174.
- Miltenoff, P. (2006, February). *Mimicking podcasting in course management software (CMS)*. Presented at the Realizing Student Potential Conference, Minneapolis, MN.
- Motin, S. H. (2006). Using the Internet wisely. *The Chronicle of American Driver and Traffic Safety Education Association*, 54(3) 9,18.
- Panigabutra-Roberts, A. (2006, September). *Sex trafficking in women and children: A Thai woman's perspective*. Presented for St. Cloud State University's Women on Wednesday Series, St. Cloud, MN.
- Prescott, M. & Veldorf, J. (2006, September). *Defining services for undergraduates*. Presented at the Minnesota Library Association Conference, St. Cloud, MN.
- Thoms, K. J. (2006, April). *Online learning through the eyes of a student*. Presented at the Eleventh Annual Instructional Technology Conference, Murfreesboro, TN. Conference proceedings available at: <http://www.mtsu.edu/~itconf>.
- Williams, S. Q. & Inkster, C. (2006, June-August). *Children's Literature Workshop 2006*. Display mounted in the Miller Center lobby display case.

Are Books Still A Relevant Medium?

by Jenny Hill

While there are many treasures housed in the Jefferson Building at the Library of Congress, one of the most famous is the *Gutenberg Bible*. Finished in 1455, the *Bible* is the first book in the western hemisphere to be printed by using Gutenberg's invention—moveable type. Over 500 years later, people are beginning to wonder, is print still a relevant medium? I believe the answer is unequivocally yes!

This fall and winter, the Library of Congress could have chosen to display some of the latest technologies in the publishing industry in the Jefferson Building, including the British Library's Turning the Pages technology which allows patrons to view the electronic pages of classic literature using a touch screen or mouse. (You can learn more about this amazing technology at <http://archive.nlm.nih.gov/proj/ttp.php>.) Instead, the Library of Congress looked no further than St. John's University in Collegeville, Minnesota, to find a project worthy of display.

The *Saint John's Bible* will be completed in 2008 and will be the first handwritten and illuminated book that has been created since Gutenberg's invention of the printing press. This bibliographic treasure includes 1,150 pages decorated with calligraphy and 160 beautifully hand-crafted illuminations. It is not a technological wonder, and yet it has captured the attention of a global audience. It is apparent that the printed book will remain popular for years to come.



Psalm 107, Donald Jackson with contributions from Sally Mae Joseph, Copyright 2004 The Saint John's Bible and the Hill Museum & Manuscript Library, St. John's University, Collegeville, Minnesota USA. Scripture quotations are from the New Revised Standard Version of the Bible, Catholic Edition, Copyright 1993, 1989 National Council of the Churches of Christ in the United States of America. Used by permission. All rights reserved.

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From Gutenberg to Google: Google Scholar

by Breanna Cardinal

In this modern age we all have access to numerous Internet search engines in order to gain knowledge and glean the information needed to complete projects. One of the most popular searches used by students today is Google Scholar. Google Scholar is a search engine that allows anyone to find scholarly articles and books online. It also allows persons to search through several databases spanning numerous and varied disciplines, revealing those articles that may be most germane to the search.¹

The SCSU library catalog is linked to Google Scholar through World Cat, as are most large public and academic libraries. When someone uses Google Scholar to find a book, he or she may access World Cat, which will use the computer's Internet protocol (I.P.) address to find where that person is, locate the closest libraries that have the book, and then list them by proximity. There are many benefits to using Google Scholar—including its simplicity of use and the amount of information that is available to patrons.²

Google is an easy search engine to use, and most students are familiar with the Google network because they surf the Web regularly. Google also offers something that most library searches do not—pre-published items such as papers written by students or professors and items that were presented at conferences.

However, Google Scholar is not a perfect system. Google Scholar is not linked to the SCSU library article search. Beginning next year, SCSU will add to its store the Google database so that students may access Google articles.³ Unfortunately, for the time being, however, Google Scholar does not always offer the full text of an article nor does it necessarily give a link where full text may be found. Furthermore, Google Scholar will not indicate if SCSU owns the book or article being searched. It is fairly simple to find an item using Google Scholar, but actually retrieving it may be difficult (or even impossible) in some cases.⁴

Once a full-text article is obtained, the Google Scholar site may charge a person to read an entire article if it is from a subscription magazine. Another problem with Google Scholar is that it is a strong source for information in the sciences, but its store is weaker in the humanities and in the social sciences. Google Scholar may thus place limits upon the information accessed.

A person may search the Google Scholar site and receive results, but the site may not offer details on those results. For example, a person could find an article citation on Google Scholar; however, the person would not know for sure whether the article had been peer reviewed or if it was just something written up for a short presentation. Even with Google Scholar's advanced search options, it is not possible to limit the search to only peer-reviewed articles.⁵

Google Scholar is definitely a beneficial way to search for information, but like everything else found online, one must keep in mind that there are other ways to find information as well. Furthermore, it is important to search multiple areas of information so that all possible aspects can be explored before the paper or project is created. This way it is clear that the best sources possible are being used in a manner that will ultimately improve the work being done and satisfy the needs and expectations of the researcher.

1 "Google." (2007). Retrieved February 12, 2007, from <http://scholar.google.com/scholar/about.html>.

2 Prescott, M. (2007, February 13). Interview with Melissa Prescott, Reference Librarian, St. Cloud State University.

3 Ibid.

4 Inkster, C. (2007, February 12). Interview with Chris Inkster, Reference Librarian, St. Cloud State University.

5 Prescott, Melissa.



Congratulations to the Following Graduates and Certificate Recipients

Undergraduates Fall 2006

Kelly M. Groth (Certificate)
Tahir Khan (Major and
Certificate)
Emily K. Landeen (Minor and
Certificate)
Jeremy C. Larson (Certificate)
Sarah M. Nielsen (Certificate)
Quierston E. Shepherd (Minor)
Andrew D. Vieau (Certificate)
Megumi Wada (Major)

Graduates Fall 2006

Teri Donahue (Track 2)
Lisa Gearman (Track 2)
Sandra Perkerwicz (Track 2)
Denise Thoma (Track 1)
Julie (Nelson) Wellnitz (Track 2)
Jesse Zwack (Track 3)

Center for Information Media: Statement on Distance Learning

by Mert Thompson

The Center for Information Media (CIM) staff are committed to serving all students in the fields of media and technology, including those for whom frequent travel to campus is undesirable. To address these needs, CIM offers the majority of its courses through a combination of distance education technologies, with a minimal number of face-to-face class meetings. Our distance education technologies include Interactive Television (ITV), MediaSite, and Desire2Learn (D2L).

ITV technology allows students to participate from off-campus sites while they see and hear the instructors and the other students. Students must travel to an **ITV** site in order to participate in the class. Sites located throughout Minnesota are at convenient driving distances for most students, and various sites are available each term.

The **MediaSite** technology creates a streaming video of a class viewable on most computers via a broadband (high-speed) Internet connection. Distance students may see and hear the instructor and students who are in the classroom, view computer images and video used during the class session, and participate by telephoning in during class time. Students may choose to access the streaming video “live” during class time, or view the recording of the class at their

convenience. Once created, the MediaSite video remains available for the remainder of the semester.

For classes offered largely through the **D2L** course management system, students may view text, visuals, and audio materials posted by the instructor on a class Web site. The instructor designs and manages the course. Students participate using a variety of online tools that include discussion boards, e-mail, and chat. Assignments and quizzes are submitted electronically. In order to participate in a D2L class, the distance student must have access to a computer connected to the Internet. A broadband connection, particularly to accommodate streaming video and audio, is strongly recommended.

An **institute approach**, beginning Fall 2007, shall include meeting on-campus on a Saturday at the beginning of the semester and then using distance technologies, as described above, to complete the course. Because of the nature of the work for which we prepare our students, we believe that meeting face to face, at least on some occasions, affords students and faculty enhanced opportunities to build creative learning communities. Most classes that use **MediaSite** will require students to attend class on campus at one additional time during the semester.

From Gutenberg to Google: Are We Catching or Missing the Train?

Editorial by Plamen Miltenoff

Of what is the train of information comprised? In the October 2006 *Chronicle of Higher Education* a clarion call was issued: e-mail is for old people! How can this be? E-mail has been around for approximately 10 years and is already becoming obsolete. At SCSU, e-mail recently became the official form of communication for students, and now persons are already declaring that it is for “old” people. What then, are the preferred information formats for young people? And how many really know how to use e-mail with all its details, formats, and peculiarities?

Students often instant message (IM—can this be a verb now, like “google?”) more than they e-mail. They may IM several persons simultaneously or “multilog.” American students catch up with the global trend to use short message service (SMS) communications, (can this be a verb too?), and many U.S. universities explore the option to advertise through SMS. Further, students are entranced by MySpace (<http://www.myspace.com/>), Flickr (<http://www.flickr.com/>), YouTube (<http://www.youtube.com/>), and lately Second Life, (<http://secondlife.com/>). Such “social” Internet sites spread out among the young like a wild brushfire. We often, however, comfortably linger in “medieval” information formats like e-mail.

Newer information formats are imbued with multimedia and interactivity, yet we typically shy away from the use of these tools. We not only have to learn to embrace new programs, services, ideas and technologies, we need to radically change our methods and contents for teaching. While we are proud of mastering our course management software, students are already waiting for our e-conferencing tools, blogs, wikkies, podcasts, VODcasts, and coursecasts.

There are newer and newer cars added to the information train every instant of every day. But who ditches the “old” cars? Who decides upon the best, most fashionable, or most comfortable ride? And to determine a common solution, do we sit together in a meeting or create a podcast to keep each other informed?



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The Center for Information Media and Learning Resources & Technology Services staff welcomes news of events, issues, and current and former students. To forward news items or change-of-address information, please contact:

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