


Spring 1995

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St. Cloud State University

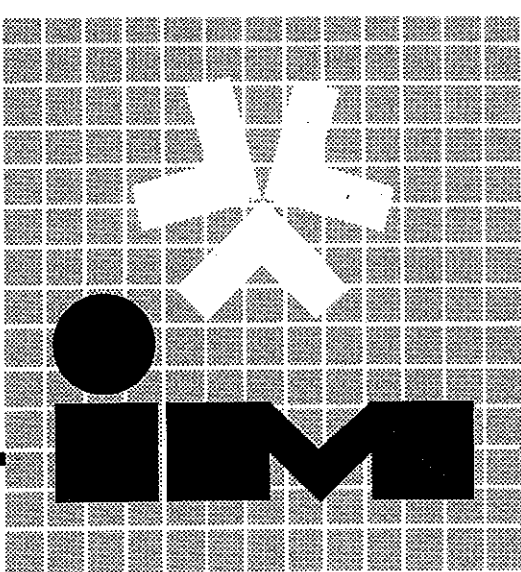
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information media news

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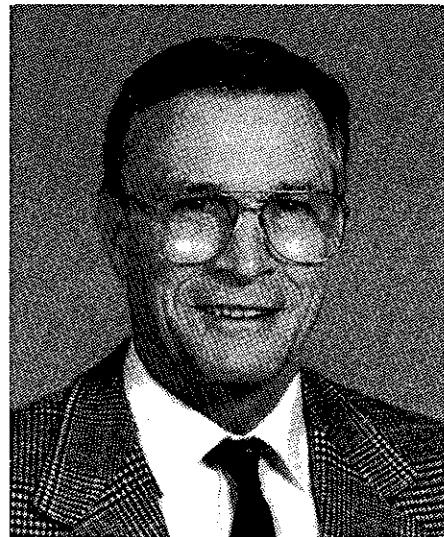
Dean's Corner

This is the final Information Media Newsletter for the 1994-95 academic year. I am sure that you will agree with me that it has been another year of rapid change in our field. All of us have had to cope with technological advances capable of delivering an increasing array of information to a growing number of receive sites. We have been learning to use technology and we seem to have found ways to take advantage of its promise to improve information services for our constituents.

Now that our understanding of the technology has reached a utilitarian level we are being challenged with issues that will be more important to quality service than the utilization of the technology. Questions regarding the interaction of the user and information delivered via the new technologies will need to be addressed. The availability of information in one format and not another, the negotiation for copyrights of information in acceptable formats, economic considerations of the newer models of service, preparation of users to interact with the developing systems and networks and so on. Each are questions which provide the basis for an extended discussion.

Studies of information access tendencies show that users will use the information that is most convenient for them. These findings cannot be taken lightly by the profession. Needed information may not always be available in the most convenient form, so it may be necessary to blend traditional approaches with the newer ones. Any information service applications will have to be modified from time to time to address the user convenience factor. For some of us in the field these modifications could mean almost revolutionary changes to our professional assignments.

So as we enter our less stressful summer schedules, pesky information access questions provide us with food for thought. It is apparent that our



Dr. John Berling

collective energies will have to be focused on the resolution of these important concerns. Our collaborative efforts have brought us this far and I remain optimistic about the future. Have a good summer. □

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Dr. Doreen Keable

We have been struggling for some time now with the question of how to adequately fund a curriculum such as ours which has expensive hardware and software needs. In the past our supply and equipment dollars were somewhat adequate in addressing

our needs, and the cost of technology was not as great. That is changing rapidly as the demands for the latest in technology and its accompanying software stares us in the face. Add to this dimension the fact that budgets at the university level have been cut dramatically and you can see the challenges we face.

Faculty in the Center for Information Media have been exploring numerous, creative options to maintain a quality program that will prepare its graduates in such a way that they are ready to "hit the ground running" when they enter the job market. Informal surveys with current students indicate that a nominal course fee to help fund courseware and hardware that prepares the student for the job market is

preferred to having old equipment and materials. We have done extensive research on the cost of our hardware and software for our curriculum and have come to the conclusion that in order to best serve students we may need to add a nominal course fee to those classes that spend a large percentage of their time in the computer lab. We could continue to limp along with old software and hardware, but would the needs of students be taken care of? Probably not.

If you have any suggestions, ideas, comments, please get in touch with me. I can be reached on Internet at Dkeable@tigger.stcloud.msus.edu. Your input would be greatly appreciated. □

LRS Explores Creation of Web Site

by Sara A. Grachek

Many of the articles in this issue of *information media news* center around new technology and the changes it brings to our personal and professional lives. One such new development is the increased use of the Internet and more specifically, the World Wide Web (WWW). As more and more people gain access to the Internet, the information available via the World Wide Web will continue to explode.

Publishing on the World Wide Web is becoming commonplace for both educational and business institutions. Hypertext Markup Language (HTML) allows general users to create Web pages that incorporate text, graphics, audio, and video. All the user needs to create Web pages is a wordprocessing application and a resource, such as a computer connected to the Internet. The documentation can also be mounted on a Local Area Network and shared within a building if so desired.

Learning Resources Services is currently exploring the creation of a Web site on the Internet and has approved using foundation funds to acquire a Sun Sparc station as a Web server. Access to information such as undergraduate and graduate programs, faculty homepages, course schedules, and of course, *information media news*, may soon be available via the World Wide Web. Students currently enrolled in Information Media 644, Technologies in Library/Media Centers, are developing their own Web homepages using HTML. Faculty members of the LRS are also in the process of creating their own personal Web homepages.

With foreseeable budget cuts at many levels, departments are trying to find ways to trim costs. Publishing *information media news* online could help decrease department expenses by reducing newsletter mailings, in addition to providing other exciting possibilities. Due to budget constraints, length of articles and color processing are limited. The online version of the newsletter could conceivably cover issues more in-depth, in addition to providing the reader with color graphics and photos, and video and audio clips. The online version could take advantage of the ability to link documents. For example, say you are reading an article by a faculty member. You find this article extremely interesting and would like to find out more about the faculty member, or voice your opinion in response. You click on the name of the faculty member and your Web browser connects you to the homepage, where you will find the faculty member's e-mail address. You click on the address, and are able to send comments or questions about the article directly to the faculty member.

The possibility of a St. Cloud State University Web site is quickly becoming a reality. Learning Resources Services will continue to explore this new technology as its possibilities continue to unfold. □

Professional Activities

Dave Rydberg attended the Twelfth Annual International Conference on Technology and Education February 28 - March 3 in Orlando, Florida. Sessions included using anchored instruction in multimedia classes, ideas on using WWW home pages, and Power Point presentation software. The trip included a visit to the Central Florida University (Orlando) library and Audiovisual Services. AV Services has a multimedia lab for assisting faculty who want to produce material for classes and conferences. Brevard Community College at Cocoa is a campus of 15,000 students and a new library building. It was planned as a high tech building and contains a variety of computers dedicated to functions ranging from remedial to free use. A striking building to see. Slides are available in the LRS general office in the New Building File. □

Robert Hauptman recently published two essays: "Add Ethics to the Agenda," in the February 6 edition of *Informationweek*, and "Is Traditional Reference Service Obsolete," co-authored with **Keith Ewing**, in the January issue of *The Journal of Academic Librarianship*. Hauptman is also planning to fly to the west coast in June where he will climb Mts. Whitney, Rainier, and Hood. □

Rich Josephson, Jim Bertram, and Randy Evans recently returned from the National Association of Broadcasters conference, held April 10 -13 in Las Vegas. On display were the newest digital desktop video editing equipment, a large multimedia exhibit, and video CDs. Rich remarked that video CDs may replace our VHS rentals in the near future! □

New Graduate Assistant!

Welcome to Nancy Anderson, a new CIM Graduate Assistant! Nancy, originally from Lacrosse, Wisconsin, is pursuing Track I in the Information Media program and plans to graduate Fall of 1995. She has a B.A. in English from Luther College in Decorah, Iowa. While working in the insurance industry in Minneapolis, Nancy decided to explore graduate programs in library science. She discovered the Information Media program at St. Cloud State University and began taking courses. After graduation Nancy hopes to find employment in a public library working with children and children's literature. Nancy spends her time as a Graduate Assistant working on a myriad of Center for Information Media projects. □

National Honor Society Selects Information Media Students for Membership

The Honor Society of Phi Kappa Phi is an all-university scholastic honorary that acknowledges outstanding academic achievement of selected junior, senior and graduate students. Information Media graduate students **Suzanne Nelson** and **Nigel Stewart** were recently selected for membership in the St. Cloud State University chapter of Phi Kappa Phi. Graduate students must rank in the top 10% of all graduate students at the university in order to be chosen for membership. Nelson and Stewart were initiated at the chapter banquet on Friday, April 7, 1995. □



Technology Changes in the Classroom

by Jeanne M. Hites

Technology has changed the classroom, but does it change how we teach? Come with me on a brief tour of our new "high-tech" classroom as I prepare to teach a class and see what the changes mean for one instructor. As we enter Room 228, we see an attractive room with tables and chairs, an instructor's station, and a projector mounted on the ceiling. There are few cords to trip over and a minimum of media equipment in the way of the students and instructors. Moving over to the instructor's station we find a Power Mac computer, and video-cassette player.

I am preparing to teach my IM468 class about media centers. Turning on the computer, I log on to the network to get access to my computer files. I will introduce the topic using a "slide show" on the computer. I no longer need to carry bulky folders of transparencies which easily get out of order. I have created all of my "slides" with Persuasion®, a presentation package allowing me to create full-color presentations with text and graphics. Some graphics I imported from clip art, others I created using drawing or chart tools. Still others I created by scanning or using a digital camera. I add text or graphics in

layers with a click of the mouse. Layers work like my old transparency overlays, but now I am not limited in the number of layers I can use as I was with transparency overlays. Updating my lesson is easy with Persuasion, which is a boon when I teach about a moving target such as technology. The same principles of visual design apply, and I must still consider my students, objectives, and instructional methods first.



New technology in Room 228 is demonstrated to staff and faculty members.

Now I turn on the videocassette player and cue my videotape. There is no need for a separate screen or monitor — I use the same projector and just use a remote to click from computer to video. I adjust the lighting and I'm ready to start class. Class begins with an overview of the topics presented using my "slide show" and then proceeds to a group exercise where students reflect on libraries or media centers they knew as children.

After they watch the video, they regroup and reflect on how the media center in the video compares to the one they described.

The next part of the lesson covers information access, so I switch the projector back to the computer and dial the PALS on-line catalog and the CD-ROM indices to demonstrate. After showing the use of the ERIC index to locate instructional materials, I ask for student volunteers to try to access information on their own topics. I conclude the lesson using my Persuasion "slide show" to summarize and synthesize the evening's lesson.

Technology has changed the classroom. I can do more things, easier than ever. The presentations look professional, and using the equipment requires less fuss than it did before. Does it change how I teach? In one way, yes: I can spend more time with students and instructing, and less with multiple pieces of media equipment. In other ways, no. I still consider my audience and objectives first, and then choose my instructional methods and media to meet a variety of needs and learning styles in the classroom. And while technology can improve the presentation, it cannot improve the quality of the information. Only I can do that. □

News Articles

Thompson Family Returns from Alnwick, England

by Mert Thompson

On Monday, November 21, I left St. Cloud with my wife Marcia and my daughters Melissa, 11, and Melanie, 8, to teach during Winter Quarter in the St. Cloud State British Studies program in Alnwick, Northumberland, England. I would call it the experience of a lifetime except that we fully intend to repeat the experience as often as possible. Our first glimpse of the 13th century Alnwick Castle, where the program is housed, was through the deep darkness and light fog of a very late English night, but it was love at first sight. It was hard to believe that a small town boy from Northern Maine was going to be living and working in such an historic setting.

The Fall/Winter program consisted of 61 sophomore, junior and senior students from St. Cloud State who greeted our whole family with open arms. In addition to the students, director Laurie Halberg and his wife Dee, student assistant directors Justin Herrick and Maura Haug, and British faculty members Christine Mitchell and Marjorie Deakin were extremely helpful and supportive. All quickly became good friends. I was joined by St. Cloud State faculty member Nancy Brennan from the Social Work Department. I taught two classes, Slide Photography and British Museums as a Learning Resource. In addition, during the course of the quarter, I was able to get the Castle computers up and running with an e-mail connection and I started to direct the cataloging and organization of the small collection of resources in the Castle library. The e-mail connection was the most challenging task I faced, and it literally took me from the first day I arrived to the very last day I was in Alnwick (one month after the quarter officially ended there!) to get the connection established and the staff familiar with its operation. I am happy to report I have received several e-mail messages from the people at the Castle since my return.

We were fortunate to make many community contacts during our stay. Melissa attended school, complete with full uniform, at the Duke's County Middle School, while Melanie attended the Alnwick North Church of England First School. Both of the girls established friendships which they hope will last a lifetime. They were fortunate to be in attendance during the holiday season, and each of them had a speaking part in their respective school Christmas programs (maybe the Brits liked to hear the accents). We found it refreshing to be involved in a society where Christmas is still recognized and celebrated in the schools as well as throughout the community. In fact, from Christmas Day through New Year's Day, the entire town practically shut down, including the grocery stores!!

Speaking of Christmas, we had Christmas dinner with new found friends in nearby Newcastle. I lost track of the number of courses or the types of wines, but the food and company made it a most memorable Christmas. It is hard to imagine anyone being treated more graciously.

We attended church just a short distance from the Castle at St. Michael's (Church of England) parish church. We were warmly received—in fact, we found out that a bit of excitement went through the congregation that a “new young family” was regularly attending services. (It's nice to still be considered young!) We were invited to several homes of our church friends which gave us firsthand opportunity to see what everyday life in small town northern England is like.

Travel was another highlight of our stay. We were fortunate to go on three field trips with the program. The first was to the ancient walled city of York, where we had a tour of the city, visited the York Castle Museum and were awed by the stained glass windows of the York Minster. The second was a four-day

Alnwick continued on page 6



ITV - Little "Extras" that Make Teaching via ITV Successful

by Dr. Karen Thoms

Minnesotans can take great pride in the national reputation of our ITV networks. As more schools are offering courses via the ITV network, teachers need to meet the technology challenge of the two-way interactive system.

Teaching via ITV is different than teaching in a traditional classroom. There are five keys to successful ITV teaching: be prepared, be flexible, be interactive, be seen, and be heard. Because of the nature of ITV, teachers must be prepared well in advance of the start of class. Although flexibility is an absolute must when using technology, especially ITV, lessons must be planned well in advance, allowing for "downtime" when the network is not functioning. Alternate activities can be built into the class schedule in the event one of the locations is "down."

Plan on group work when designing ITV courses, especially groups of students at different locations. This forces use of the network as more than just a delivery medium. Students work with others, they learn new skills, and they become more proficient at experiential activities—all goals of our educational mission.

Visual literacy is important in ITV materials preparation. To enhance learning, materials should

be developed which are easy to read and understand and which transmit the necessary information. Keep in mind the following learner preferences when designing materials: Students prefer color to black-and-white visuals, photographs over drawings, realism in form and color over abstract, simple over complex (younger learners), and complex over simple (older learners).

When making slides, transparencies, or computer-generated presentations, allow for plenty of white space (open areas) to ease the movement of the eyes. In addition, simple lettering styles are easy to read (Geneva, Helvetica, New Century School, Times). Print should be large, with recommended print size no smaller than font size 18 for transparencies and font size 36 for computer presentations. A horizontal format reduces the keystone effect (print distortion). Upper/lower-case lettering is easier to read than all capital letters, while selective use of italics, bold, underlining, and capital letters emphasize key points.

The above "tricks of the trade" will enhance teaching via ITV. "Multimedia Design for ITV/Distance Education" will be offered at SCSU this summer and will expound on the above concepts. Join us. □

Alnwick continued from page 5

stay in London, where we had the opportunity to visit the British Museum, Parliament, Westminster Abbey, and the Tower of London. One of the highlights of our entire trip came when we saw the London production of "Les Miserables." Our third and final field trip was to the cathedral in Durham, with a side trip to the Woodhorn Colliery in Ashington as a supplement to the British Museums course.

Our personal travel took us to Hadrians Wall, back to York for a weekend, to the Lakes District for a week, to the Edinburgh area for a week, and to many, many spots in the Northumberland area. We spent hours walking—the narrow streets of Alnwick, the fields and hills of Hulne Park, the rugged North Sea coastline—and we have hundreds of slides and prints to keep our memories fresh until we return. The whole experience was great from start to finish, and our goal is to use our Alnwick Town Library cards again before they expire in 1997! □

Fall Schedule

<u>Course</u>	<u>Course Title</u>	<u>Section</u>	<u>Instructor</u>	<u>Credits</u>	<u>Time</u>	<u>Location</u>
104	Introduction to Learning Resources	1 2	Hedin Stachowski	4 4	9TR 6W	CH-228 CH-228
204	Research Strategies	49 2	Nelson Rude	4 4	3MW 6T	CH-133 CH-228
245	Microcomputers in Classrooms and Media Centers	1	Lacroix	4	10TR	CH-126
260	Exploring Information Technologies	1	Thoms	4	10MW	CH-125
412-512	Television in Media	1	Polesak	4-3	6R	SH-151
432-532	Workshop: Using Microcomputers in Ed.	1	Staff	1	Arr	Arr
436-536	Business Information Res.	1	Clarke	4-3	6W	CH-127
444	Internship in Media	VR	Hites	1-4	Arr	Arr
445-545	Microcomputer Applications in Education & Training	1	Hites	VR	6R	CH-126
458-558	Principles and Procedures of Instructional Development I	1	Thompson	4-3	6M	CH-134
468-568	Media Materials & Methods of Instruction	1 2 3 4 5 6	Lacroix Thompson Hites Thompson Thoms Stachowski	4-3 4-3 4-3 4-3 4-3 4-3	9MW 11TR 11MW 1TR 6R 6M	CH-228 CH-228 CH-228 CH-228 CH-228 CH-228
469	Training & Media Management	1	Thoms	4	3MW	CH-127
476-576	Selection & Evaluation of Materials	1	Westby	4-3	6M	CH-127
478-578	Cataloging & Classification of Materials	49	Williams	4-3	6W	CH-133
603	Information Media: Theory, Research & Practice	1	Fields	3	6T	CH-127
608	Research Methods	49	Hites	3	6T	CH-133
645	Computer Information Access	1	Ewing	3	6R	CH-125
679	Media Generalist Practicum	1	Keable	VR	Arr	Arr
680	Internship in Media	1	Fields	VR	Arr	Arr
681	Readings in Media	1	Staff	VR	Arr	Arr
682	Research in Media	1	Staff	VR	Arr	Arr

Off-Campus Courses

204	Research Strategies	51	Nelson	4	3MW	???
478-578	Cataloging & Classification of Materials	51	Williams	4-3	6W	TIES-Roseville
608	Research Methods	51	Hites	3	6T	???

**Fall Schedules are now available from the
Office of Records and Registration
Administrative Services 118**

Advanced Registration begins May 1

**\$100 payment to reserve courses is due:
August 22**

Graduate Update!!

Anne Wehlage has accepted a position as
Interactive Multimedia Designer at West
Publishing in Eagan.

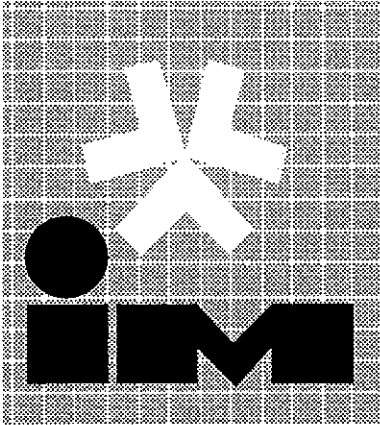
Spring Graduates

Evelyne Anker, IM: HRD/Training
Nigel Stewart, IM: Information Technologies



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Sara A. Grachek, Editor
Dr. Karen Thoms, Advisor



information media news

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