


Spring 2002

## Information Media Newsletter Vol. 31 No. 2

St. Cloud State University

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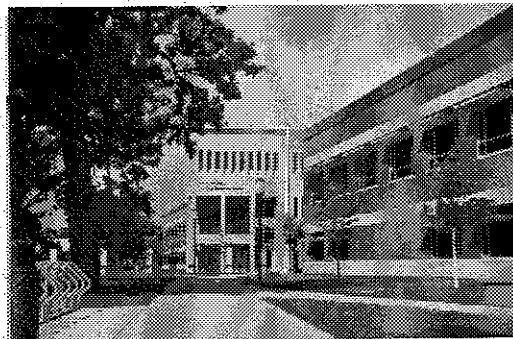
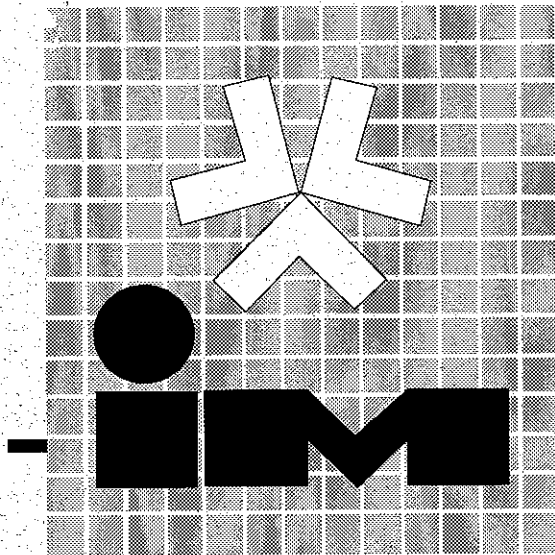
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## information media news

Published by the Center for Information Media and Learning Resources & Technology Services

Volume XXXI No. 2

Spring 2002

### Dean's Corner

We have had some major changes in our economy in Minnesota in the past few months which have only served to remind me of the theme of this issue of the newsletter: "Today is the Future."

Little did we expect even a year ago the severity of the economic downfall that we would be experiencing today across multiple employment sectors. St. Cloud has been in the news lately because of the possible closing and/or sale of FingerHut. The Minnesota state budget shortfall has resulted in layoffs and belt tightening for P-12 districts and within higher education institutions. Organizations and individuals have been reexamining goals and priorities as we attempt to realign ourselves with decreased resources.

The impact of all of this is that many individuals are looking to change careers and/or invest time in upgrading their skill sets. Whenever there is an economic downturn, higher education institutions tend to see an increase in enrollment. In addition, CIM graduates working in the education and business sectors are being called upon by their employers to assist in the retraining of others in their organizations as these entities attempt to positively meet future challenges.

But, as our theme says, "Today is the Future." The skills garnered in the past have been important for today's successes. The investments we make now in education, learning, and training will be important for future achievements. The decisions we make today most certainly will impact what our future will be.

Times of cuts can be important for organizations and individuals to strengthen their missions, to fine-tune their goals, and to assure efficiency and effectiveness in new ways. This can be a positive situation and, in the best of cases, an opportunity to create our futures. Ignoring the difficult choices we are called upon to make during these times of cuts may result in the creation of a future that is not what we envision. I would urge you to remind yourselves, as I continue to do during these times of economic changes, that this is an opportunity to create a future in which we believe.



**Dr. Kristi Tornquist**

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## CIM News

by Mert Thompson

The theme of the newsletter for this semester is "Today is the Future." As I first thought about this phrase, it crossed my mind that if today is the future we are in trouble. As a nation, we are at war. We are consumed with budget cuts, layoffs, and downsizing. The stock market is way down compared to this time last year. At the state and local levels, schools are trying to erase multimillion dollar deficits. Businesses are trying to figure what they need to do in order to stay afloat. Today is the future?

Looking a little closer, I realized that today really is the future. As leaders in education and business, it is our responsibility to create the future which succeeding generations deserve. A videotape I use in one of my classes says it this way: "Vision without action is merely a dream. Action without vision is just passing time. Vision with action can change the world."



Prof. Mert Thompson

Think about the people you consider to be leaders. I'll bet that in every case that person has a vision. Further, they take action that makes that vision reality. I encourage you to further develop your vision. The occupations we have selected for ourselves are about change; change within organizations and within people. How will a part of the world be better because you were here? What concrete actions can you take to make that vision happen?

In CIM we are working to focus our vision. As a group we have developed a list of 33 goals we wish to work toward for the next five years. We can't do all 33, and some are contradictory to others. Now we are in the process of prioritizing those goals. Over the next few weeks I am hoping that we will refine this list of goals and determine those that we will work toward in the next five years. Then we must put together a plan of action so that our vision as expressed by those goals becomes reality. In this very changeable world it is difficult to project ahead five years. But the alternative is even less acceptable.

As a program we may not reach all of our goals. New obstacles will likely appear, but the faculty have decided this is what needs to be done. I'll keep you posted on our progress.

### Faculty Update

**Robert Hauptman** wrote and published essays and letters in a variety of venues. His new book, *ETHICS AND LIBRARIANSHIP*, will be out this spring. During the summer and again in the winter he climbed in various parts of the country.

**Renee Rude** has a recent publication: "Academic Libraries and Social Responsibility: The What? So What? and What Now?" in *Catholic Library World*, December, 2001 (pages 94-98.) A copy of the peer-reviewed journal is on her desk, plus in our periodicals area.

New Information Media faculty member **Tom Hergert**, of the InforMedia Services workgroup, is working with professor Virginia Lazenby Pierce of the College of Education's Teacher Development Program creating video resources for teacher reflection. Over the last two years Dr. Pierce and a group of Faribault, MN, public school teachers have been engaged in a Spencer Foundation-supported action research project focused on developing student literacy. Dr. Hergert read about the project in the SCSU *UNews* and contacted her about adding video production to the tools available for the teachers. This project fits with his ongoing collaborative research with Dr. Ann Monroe-Baillargeon of Nazareth College of Rochester, NY, on creating and using teacher-centered authentic video case studies to aid in-service and pre-service teachers in self-reflection and in developing real-world problem solving skills. Tom has made two trips to Faribault to meet with teachers and to videotape in their classrooms. They are planning a continuing relationship so that the teachers and the SCSU researchers can develop presentable records of their evolution as literacy educators that may be useful both for professional meeting presentations and publications and in teacher education and professional development programs.

23rd Annual Children's Literature Workshop (See Insertion)

## DVD Offers New Authoring Options

by J.C. Turner

DVD (Digital Versatile Disc) players are the fastest-selling consumer electronic devices ever, and beyond standalone players, DVD drives are also being built into a growing number of computers sold each year. With DVD players now well under \$100, this trend will no doubt continue. While Hollywood studios have embraced DVD, offering fresh-from-the-theater movies, as well as many of their previously-released video titles (so you can buy their products in yet another form), DVD is also becoming an important format for the corporate/training environment.

The DVD-Video spec offers an impressive array of features. The capacity ranges from 4.7 gigabytes (GB) for a single layer/single-sided disc to 17 GB for a dual layer/double-sided disc, which provides from 133 to 480 minutes, respectively, of MPEG-2 video on a single DVD. The standard also allows up to eight audio tracks containing from two to six channels each, up to nine different camera angles selectable by the user, and up to 32 subtitle tracks. While many of the features are used by theatrical releases, it is the storage capacity, menu options, interactivity, and full-screen video that provide the greatest benefits in for corporate/training use.

What has helped fuel the recent move to DVD-Video is the introduction of low-cost DVD burners and blank media, accompanied by affordable, simple-to-use software for the creation of DVD-Video applications. Early on, DVD authoring stations were in the \$80,000 - \$100,000 range, and a DVD burner cost at least \$5,000. Now external DVD recorders cost around \$700, and internal drives are below \$500. Purchased in quantity, blank recordable DVDs cost less than \$5 each. Instead of high-end workstations full of proprietary (and expensive!) hardware and software, computer manufacturers like Apple, Sony, and Compaq offer internal DVD recorders in some of their systems, complete with authoring software, such as Sonic Solutions' DVDit!, or Apple's iDVD 2. These programs allow you to import and set chapter points in your video files, bring in graphics to use as menu backgrounds or buttons, include text, and integrate these assets into a fully interactive program, complete with full-screen video. Created as a DVD-Video disc, the application will play on any DVD player, allowing a user with access to a TV, DVD player, and remote control to navigate and interact with the program. Computer cross-platform issues are no longer a problem.

While DVD authoring is now a possibility for many more developers, there are still some aspects of interactive authoring that haven't changed. Project planning, tied to specific instructional goals, is as important as ever. Flow-charting and understanding the possible paths a user can follow through the application, and the choices and feedback offered at any point in the program are crucial, especially as a title becomes more complex. Before authoring begins, all media assets, including text, graphics, and audio, must be created. Video must be shot, edited, and encoded for inclusion on the DVD. The difference now is that higher-quality video can be integrated with a reasonable level of interactivity, and packaged in a convenient, durable form, offering new possibilities for the corporate/training field.

### **ED 601 Using Multicultural Children's Literature in the Elementary/Middle School, Summer 2002**

by Patricia Heine

3 Semester Credits

Summer Session I On Campus

7:30 - 11:20 Tuesdays and Thursdays

Taught by Dr. Patricia Heine, June 10 through July 11

Valuable for K-8 classroom teachers, media specialists, ESL teachers, special education teachers, title teachers and other interested people.

This interactive course focuses on why we need to have quality multicultural books in all schools, how to select and evaluate the literature, and how to share and use the books with students. During this course you will read both new and classic multicultural books for young children and adolescents, including picture books, poetry, autobiographies, and novels. You'll discuss the literature and learn how to critique it focusing on both the quality of the literature and the social issues involved. You will experience and develop strategies for sharing this literature with the students you teach each day in your classrooms and media centers. If you have any questions about this summer courses, please call or e-mail Pat Heine at (320) 255-4887 or pheine@stcloudstate.edu



## Interview with Patricia Peterson, Director of CMLE

by Judith Rodgers



**Prof. Patricia Peterson**

Patricia (Trish) Peterson, Director of CMLE, retires June 30, 2002. That's sad news for the personnel and users of the 282 Central Minnesota libraries benefiting from CMLE services in 2001 and for the many others throughout Central Minnesota who have grown accustomed to Trish's quiet smile and service-first approach during nineteen years as CMLE Director. Since the offices of CMLE are within the LR&TS facility, Trish is well known by the staff of the Miller Center as well as across the SCSU campus.

If you've been on the SCSU campus during the day recently, you may have seen a perky lady zooming around the Miller Center on a golf cart. That was probably Trish, since for several months she has been conducting CMLE business on wheels due to a severely broken ankle. It's happy news that Trish is beginning to walk short distances again.

For those who aren't already familiar with the acronym CMLE, it stands for: Central Minnesota Libraries Exchange, a library cooperation network. In brief, CMLE is one of seven multi-county/multi-type library systems in Minnesota. Member libraries include public, school, academic, and special such as hospital, correctional facilities, law, and historical societies. The CMLE brochure states, "Its purpose is to encourage, develop, and facilitate the sharing of resources among all types of libraries within twelve counties of Central Minnesota." It is funded through state and federal funds so, although housed in the Miller Center, operates separately from SCSU.

Trish won't say so, but she came to the CMLE director's position in 1983 well prepared for her unique position. Before CMLE, Trish was an English teacher, a school librarian, and an AV Director in North Dakota and Minnesota as her husband, Sylvan, pursued a career in school administration. Trish earned degrees from Mayville State College in North Dakota and the SCSU Center for Information Media. But, her best preparation for the constantly changing demands of CMLE may be her eclectic taste in reading. Trish says there aren't enough bookshelves at home to hold all the resources she has read and wants to read.

With an administrative assistant, two Green Thumb (a federally-funded senior citizen job training program) workers, and three student workers, seven thousand plus requests were filled in 2001 by providing books, photocopies of articles, online searches, and ready reference question responses. Forty-four percent of the requests were filled with same-day service. Questions ranged from a school superintendent's need for the best way to preserve building blueprints to a student request for an eyewitness or community expert on the Hindenburg disaster.

One of her proudest accomplishments is to have been part of CMLE while it was instrumental in gathering legislative support for the construction of the Miller Center.

Trish's next career could be as a reference librarian. Instead, there are plans for time with four grandchildren in Minneapolis, fishing around the home she and Sylvan share on the Chain of Lakes, catching salmon in Lake Michigan, investing in a fifth wheeler to travel to the South in winter, and taking a cruise to Alaska. Oh yes, she also intends to search for morels near home.

If you aren't sure what a morel is or where to find one, check your local resources. But, if you are stumped and lucky enough to live in Central Minnesota, contact CMLE via e-mail (ppeterson@stcloudstate.edu), the CMLE Website (<http://lrs.stcloudstate.edu/cmle>), fax (320-654-5131), POTS (320-255-2950), or snail mail (MC 130) and Trish will be happy to get the research done for you. Hurry up, though; she'll be off to new adventures on June 30.

She will most miss the people in the Miller Center—a group that has made coming to work every day a joy.

The signature line from Trish's e-mail sums up her philosophy that assures those adventures will continue to enrich the lives of others.

"To love what you do and feel that it matters – how could anything be more fun?" Katherine Graham  
– Publisher

## **E-learning**

by **Plamen Miltenoff**

How do you define electronic learning? If somebody asks me what do I understand by that, something ambiguous pops up in my mind. Words like electronic, digital, distributive learning, Internet, WebCT flash through my head. The reality is that with the advent of microcomputers and Internet there is no fixed and firm terminology anymore. Internet, capitalized, has one meaning, internet, another... Professionals coin new and use terms in various ways.... In a similar fashion, we can define electronic learning, or e-learning, in our own way, based on our own experience.

Here are some samples of how our colleagues define e-learning:

Germany:

<http://www.clickfish.com/clickfish/guidearea/jobkarriere/weiterbildung/elearning/definition.html>

Sweden: <http://www.dsv.su.se/~klas/Learn/E-learning/e-learning.html>

USA: <http://www.linezine.com/elearning.htm>

to name some of the many...

I would define e-learning as a form of distributive learning, where digital and networked resources are used. That means that I can apply e-learning on campus and/or for distance learners, using Web-based and other means to deliver content. Web-based resources can be Web pages, online course management software, such as WebCT, streaming and video-conferencing. Other network resources include ITV, telephone conferencing, etc. E-learning can be implemented through the use of other digital mediums, such as CD/DVD on demand.

How about you? What do you think? Send me a note and we can coin our own, SCSU definition of e-learning.

## **A Spirit of Collaboration Using Hand-held Computers**

by **Roben Beyers**

Education students at SCSU are sharing their knowledge and expertise on Minnesota with elementary students in the Bemidji School District. What is unique is that the primary form of communication has been through the use of PDAs or hand-held computers. This unique relationship between the students at SCSU and the elementary students in Bemidji started with the use of an online project developed by TIES (Technology and Information Systems) in Minnesota (<http://discovermn.ties.k12.mn.us>) and the events that have shaped the state over time. The SCSU students have been creating the multimedia content for the project while the elementary students interact with the site learning all about Minnesota. However, this past semester, SCSU students are using Palm Hand-Held Computers to assess the elementary students on completing the objectives of the online project. The software used in the project with the Palm has been ideal for this type of collaboration. One program being used is Quiz Whiz. Quiz Whiz allows the SCSU students to develop quizzes using a number of different question formats to assess the elementary students on the content delivered through the online project. The results of the quizzes is then later assessed by the SCSU students. This allows practice in assessing both teaching and learning. eTeacher is another program being used. Rubrics are developed by the SCSU students using eTeacher with the graduation standards covered in the online project. I then can use my Palm to electronically assess my elementary students in the computer lab using the student-created rubrics.

The Palm Hand-Held computers have allowed a spirit of collaboration to occur between future teachers and their students with a minimum of cost and expertise. I am excited to continue this unique use of technology to enhance my teaching and the learning of my students, both at SCSU and Bemidji!



# E-learning and the Center for Information Media

by Jeanne Hites & Judith Rodgers

Distributed learning programs and enrollments have steadily increased worldwide since their beginnings with correspondence courses in London over 100 years ago, and are now available in all 50 states and most countries in the world. In 1997, the US Department of Education estimated that about 75,000 students were enrolled in distance learning programs offered by colleges and universities. Millions more took training programs offered by business and industry, the military, governmental entities, school districts, and proprietary schools (Picciano, 2001). The main reasons given for offering distance education programs included 1) improving student access by providing courses at more convenient times and places and 2) making education and training available to new audiences (Department of Education, 1995).

The recent web-based survey of CIM Track II graduates indicated that their education and training needs are similar to those described in the US Department of Education findings. To meet those needs, for many years the Center for Information Media at SCSU has offered courses utilizing a variety of times, places, and media. In 2002 Web-based media are becoming increasingly important in the delivery and support of CIM instruction. At the same time, more and more of our graduates report that they are now involved in the design of distributed learning using computer-based technologies including the Web.

The good news is that the Center for Information Media is moving to better serve audiences, including through on-line means. The bad news is that recent studies indicated that much of the education available on-line is boring (Forrester, 2000), little more than "e-reading" (Nichani, 18 February, 2002). Organizations encounter resistance from students who prefer live instruction to "boring, text-heavy content." Maisie says early usage of a new technology is often modeled on earlier technologies. In the case of e-learning, providers seem to be using the textbook as the model (1 November, 2001). This model overlooks the multimedia capabilities of the web. So how can information media-effective, appealing e-learning best be designed?

Since instructional design models are based on engineering models, it seems appropriate to look to engineering and product design for ideas. Nichani suggests adapting Empathic Design to Instructional Design (18 February, 2002). This notion, developed by Harvard Business School Professors Leonard and Rayport, emphasizes the importance of empathy in the front-end analysis. Close, almost ethnographic, observation of the audience in their real-world context is called for. Nachani described one such analysis:

When DigitalThink's design team was developing training software for Circuit City, they did something unusual. Team members donned the polo shirts of Circuit City sales associates and spent a couple of days working the sales floor, selling Palm Pilots, cameras, and stereos. Then they returned to their labs to begin designing 200 one-hour training courses for sales associates. (18 February, 2002)

How does this process proceed? The design team captures the data, including unarticulated needs, by becoming participant observers and recording the information, sometimes using video or audio recorders. But it does not stop at observing on the job. Observing what people do on break can provide additional clues to learner preferences.

The next step is analyzing the data, and sharing it with the audience to check the accuracy of the information and insights. For instance, students may be seen frequently using the about.com website. To an observer, this could indicate a preference. However, sharing the analysis with learners reveals that they don't prefer the website for its content. They simply find its address easiest to recall. This finding indicates the need to include strategies for identifying and remembering the best resources for each task. Thus, the design is improved.

The following step is brainstorming solutions appropriate to learners, context, and content. This requires open-mindedness as well as remembering to design experiential learning for all of the learning styles of the audience. What kinds of interactions can be designed with content, or with other learners or instructors (synchronous or asynchronous)? Are print supplements indicated? Would audio help focus the learners? Would case studies or simulations be appropriate? Do learners need to see a videotape or animation of a process or behavior to learn best?

Finally comes the development of a prototype, a small working version of the instruction and trying it

March 7, 2002

**Center for Information Media  
St. Cloud State University  
Summer Schedule 2002**

**Intersession (Off-campus)**

<u>Course #</u>	<u>Course Title</u>	<u>Sec</u>	<u>Instructor</u>	<u>Cr</u>	<u>Time</u>	<u>Location</u>
686	Seminar: Leadership, Influence and Negotiation (May 16 & 21) (To register, call 320--251-2940. May not enroll via Ttrs or web.)	1	Fields	1	8:00-3:30	Chamber of Commerce (St. Cloud)

**First Session - June 10-July 12; July 15 grading day**

<u>Course #</u>	<u>Course Title</u>	<u>Sec</u>	<u>Instructor</u>	<u>Cr</u>	<u>Time</u>	<u>Location</u>
245	Microcomputers in Classrooms and Media Centers	1	Stachowski	3	12:30-2:25 M-R	ED A-126
260	Exploring Information Technologies	1 2	Beyer	3 3	7:30-9:25 M-R 12:30-2:25 M-R	MC-206 MC-206
422-522	Information, Technology, and Learning	1 2	McGowan	2 2	7:30-8:45 M-R 12:30-1:45 M-R	MC-31 MC-31
454-554	Microcomputer Applications in Education & Training	1	Ali	3	10:00-11:55 M-R	MC-206
462-562	Designing and Editing for Television	1	Josephson	3	10:00-11:55 M-R	MC-31
502	Information Media: Theory, Research, and Practice	1	Thompson	2	12:30-2:05 M-R	MC-18
608	Research Methods in Media	49	Hites	3	7:30-9:25 M-R	MC-17
620	The School Information Technologies Program	49	Rodgers	2	3:00-4:15 M-R	MC-18
628	Administration of Media	1	Rodgers	3	12:30-2:25 M-R	MC-17
686	Seminar: Grant Proposals: How to Write'em and Get 'em (June 14 & 21)	2	Hites	1	8:00-3:30 F	MC-31
687	Readings in Media	1	Staff	1-2	Arr.	Arr.
697	Research Applications	1	Staff	2	Arr.	Arr.

**Off-campus**

<u>Course #</u>	<u>Course Title</u>	<u>Sec</u>	<u>Instructor</u>	<u>Cr</u>	<u>Time</u>	<u>Location</u>
445-545	Children's Literature (June 24 & 25) (To register, call 320--202-1831. May not enroll via Ttrs or web.)	1	Williams/ Inkster	1	9:00-7:30 M 9:00-3:00T	Holiday Inn (St. Cloud)

**Off-campus-ITV**

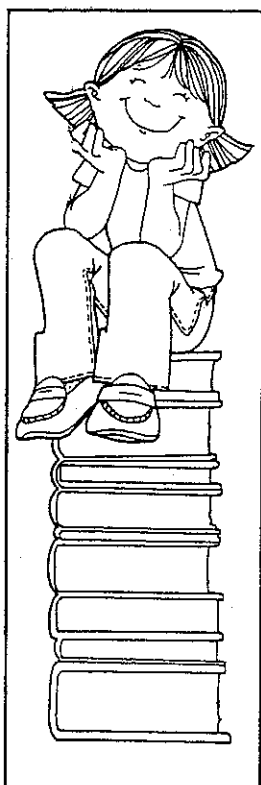
<u>Course #</u>	<u>Course Title</u>	<u>Sec</u>	<u>Instructor</u>	<u>Cr</u>	<u>Time</u>	<u>Location</u>
608	Research Methods in Media	51	Hites	3	7:30-9:25 M-R	TBA
620	The School Information Technologies Program	51	Rodgers	2	3:00-4:15 M-R	TBA

(over)



**Second Session - July 15-August 15; August 16 grading day**

<u>Course #</u>	<u>Course Title</u>	<u>Sec</u>	<u>Instructor</u>	<u>Cr</u>	<u>Time</u>	<u>Location</u>
260	Exploring Information Technologies	3	Kotcho	3	7:30-9:25 M-R	MC-206
404-504	Instructional Design I	1	Leitzman	3	12:30-2:25 M-R	MC-17
422-522	Information, Technology, and Learning	3 4	Falk Falk	2 2	7:30-8:45 M-R 12:30-1:45 M-R	MC-31 MC-31
452-552	Access to Information	1	Staff	3	7:30-9:25 M-R	MC-17
455-555	Design and Preparation of Multimedia Presentations I	1	Rotto	3	10:00-11:55 M-R	MC-206
612	Technology in Library/Media Centers	1	Hergert	3	7:30-9:25 M-R	MC-18
622	Media Selection and Evaluation for Children and Young Adults (July 15-25)	1	Rodgers	2	12:30-4:00 M-R	MC-18
682	Media Generalist Practicum	1	Rodgers	1-3	Arr.	Arr.
687	Readings in Media	2	Staff	1-2	Arr.	Arr.
697	Research Applications	2	Staff	2	Arr.	Arr.



# 23rd Annual Children's Literature Workshop

June 24 & 25, 2002

Holiday Inn  
St. Cloud, MN

Sponsored by:  
Center for Information Media  
St. Cloud State University

**ST. CLOUD STATE**  
UNIVERSITY  
*A tradition of excellence and opportunity*

## DESCRIPTION

The 23rd Annual Children's Literature Workshop will feature two award-winning authors. Author/illustrator **Brian Pinkney** won Coretta Scott King Honor Book awards for *Sukey and the Mermaid* and *The Faithful Friend*. Author **Marsha Wilson Chall** has written five books, including the popular *Bonaparte* and *Up North at the Cabin*. **Gertie Geck** will bring us up to date with new and award-winning books for 2001-2002, and **Juneal Reitan** will lead our storytelling session.

Small-group presenters will be **Linda Cooper** (Books for Science and Inquiry, K-3), **Mary Dank** (Families and Reading), **Laura Aase** (Promoting the Maud Hart Lovelace Program), and **Judith Rodgers** (Burn it, Hide it, Ban that Book!). Participants will be able to attend three sessions of the four that will be offered.

## LOCATION AND TIME

The workshop will be held **Monday, June 24** and **Tuesday, June 25, 2002**, at the **Holiday Inn** in St. Cloud. The workshop will meet from 9:00 am - 3:00 p.m. each day. An optional lab time for students taking the class for credit will be offered from 3:00 - 7:30 p.m. on Monday. Registration / check-in will begin at 8:00 a.m. Monday, June 24. Lunches, breaks, and handouts will be provided both days as part of the registration fee.

Reduced-rate lodging is available. Mark the registration form or call (320) 202-1831 for details.

## REGISTRATION FEES

Workshop Fee: (includes lunch and breaks both days)  
\$125 if postmarked on or before June 7, 2002  
\$135 if postmarked after June 7, 2002

Optional (in-state tuition):

One undergrad. semester credit \$103.00  
One graduate semester credit \$157.00

You may write a check for tuition at the workshop.

Instructors: Chris Inkster and Sandra Q. Williams

23rd Annual  
Children's Literature Workshop

Name \_\_\_\_\_  
School \_\_\_\_\_  
Grade Level: \_\_\_\_\_  
 Pre - K  K - 3  4 - 6  7 - 8  
MEMO member?  Yes  No  
Home Address \_\_\_\_\_  
City / State / Zip \_\_\_\_\_  
Daytime phone (\_\_\_\_\_) \_\_\_\_\_  
email address \_\_\_\_\_

Dietary restrictions or other special needs: \_\_\_\_\_

- Registration**
- \$125 on or before June 7, 2002  
 \$135 after June 7, 2002  
 I plan to register for tuition credit.  
 I have attended before.  
 Please send information on lodging.
- Payment for the Workshop**
- check (payable to The Odyssey Group)  
 purchase order (If payment is not received by June 7, your registration will be cancelled. Please check with your school district business office!)

**MAIL, FAX, E-MAIL, OR CALL:**  
The Odyssey Group  
Children's Literature Workshop  
3700 W. Division St. Suite 105  
St. Cloud, MN 56301  
(320) 202-1831; Fax: (320) 202-1833  
email: rice@theodysseygroup.com

## **Workshop: Leadership, Influence and Negotiation: A Workplace Perspective**

### **Course Information:**

The mark of a leader is the ability to cultivate and use influence in positive ways. What challenges us is how we achieve it. One way is through the use of power. What is power in the workplace? What makes someone powerful? How do you use influence and power to negotiate a win-win solution? This is just one piece of what you will learn at Influence, Power and Negotiation: A Workplace Perspective. This session will take you beyond the skills and knowledge of supervision to the art of getting the most from your employees through coaching and mentoring. Experienced managers, leaders and business owners recognize that training isn't the solution to every employee challenge. When used effectively, coaching and mentoring can help improve employee performance. Discussion will also include an ethical approach to problem solving and decision-making, defining the values that guide you as a manager, and translating personal values into calculated action. The purpose is to help participants develop a solid foundation for enhancing their leadership skills and ability to influence others for the good of their business and organization. Ultimately this course will provide participants with a variety of tools to help them evaluate and solve organizational problems, improve communication, and motivate employees.

#### **Event info:**

Thursday, May 16, 2002  
8 a.m. - 3:30 p.m.  
Chamber Presidents Room  
\$100, does not include lunch  
Available for 1 graduate credit.

### **Topic information:**

**Professional ethics:** Ethical situations rarely have clear-cut solutions. Learn a tool you can use to help you determine where you stand on ethical issues and how to apply it the next time you have an ethical dilemma.

**Motivating employees:** Most experts now agree that motivation comes from within. Though you may not be able to motivate employees, learn how to use your employees' innate desire to succeed to help them excel.

**Influence, power and negotiation:** What do these terms mean? How can you use them to be more effective at your work? We'll discuss the key elements of influence, power and negotiation and offer tips and techniques to apply them in the workplace.

**Problem Solving:** We face and solve problems every day in our work lives. We'll provide you with a process you can use for creative problem solving that can be done at any level in your business or organization.

**Mentoring/Coaching:** What do these terms mean? Learn how these two leadership techniques are different from each other and how you can apply them to help your staff be more productive and effective.

### **Speaker Information:**

The workshop will be co-facilitated by Dennis C. Fields, professor, SCSU and Gail Ivers, vice president, St. Cloud Area Chamber of Commerce.

### **Credit info:**

In cooperation with St. Cloud State University, this seminar is available for one (1) graduate credit through the Center for Information Media. Those choosing to take the seminar for SCSU credit will be required to attend a second class session which is scheduled for Tuesday, May 21, 2002 from 8:00 a.m. - 3:30 p.m. and will be held at SCSU, Miller Center, Room 31. Additional reading and a paper will be required. Registration for SCSU credit will occur on site. Cost for the credit is an additional \$228.84, payable to SCSU. For questions regarding SCSU credit, call 320-255-2062.

April 8, 2002

Center for Information Media  
St. Cloud State University  
Tentative Fall Schedule 2002

Course #	Course Title	Sec	Instructor	Cr	Time	Location	
104	Information Quest	1	Blake	3	12:30-1:45 TR	MC-207	
		2	Hedin	3	9:00-9:50 MWF	MC-207	
204	Research Strategies	1	Rude	3	9:30-10:45 TR	MC-207	
		2	Salela	3	11:00-12:15 TR	MC-206	
245	Microcomputers in Classrooms and Media Centers	1	Motin	3	2:00-3:15 TR	MC-206	
		2	Thoms	3	5:00-7:55 M	MC-206	
260	Exploring Information Technologies	1	Josephson	3	9:30-10:45 TR	MC-206	
		2	Rotto	3	12:30-1:45 TR	MC-206	
404-504	Instructional Design I	1	Thompson	3	5:00-7:55 R	MC-18	
421	Media Materials and Methods of Instruction	1	Thompson	2	11:00-11:50 MWF	MC-31	
		(Reserve for ELED Block I, Section 1. Refer to ED 310, Section 1 to register.)					
		2	Inkster	2	9:00-9:50 MWF	MC-31	
		(Reserve for ELED Block I, Section 2. Refer to ED 310, Section 2 to register.)					
421	Media Materials and Methods of Instruction	3	Thompson	2	1:00-1:50 MWF	MC-31	
		(Reserve for ELED Block I, Section 3. Refer to ED 310, Section 3 to register.)					
421	Media Materials and Methods of Instruction	4	Staff	2	2:00-2:50 MWF	MC-31	
		(Reserve for ELED Block I, Section 4. Refer to ED 310, Section 4 to register.)					
422-522	Information, Technology, and Learning	1	Rodgers	2	9:30-10:20 TR	MC-31	
		2	Rotto	2	11:00-11:50 TR	MC-31	
		3	Hergert	2	12:30-1:20 TR	MC-31	
		4	Staff	2	5:00-6:55 W	MC-31	
442	Workshop: Using Microcomputers in Education	1	Rotto	1	9:00-4:00 S	MC-206	
(Course meets September 14 & 21)							
444	Internship in Media	1	Rotto	1-3	Arr	Arr	
452-552	Access to Information	1	Ewing	3	6:00-8:55 M	MC-17	
454-554	Microcomputer Applications in Education and Training	1	Staff	3	5:00-7:55 W	MC-206	
456-556	Design and Preparation of Multimedia Presentations II	1	Rotto	3	6:00-8:55 T	MC-31	
469	Training and Media Management	1	Hites	3	11:00-12:15 TR	MC-17	
486	Seminar: Information Media, Theory to Practice	1	Hites	3	2:00-2:50 MWF	MC-17	

(over)

486	Seminar: Early Childhood Media Materials and Methods of Instruction (CFS Students only)	2	Rodgers	3	5:00-7:55 M	MC-31
502	Information Media: Theory, Research and Practice	1	Fields	2	5:00-6:55 T	MC-17
608	Research Methods	1	Hites	3	6:00-8:55 M	MC-18
620	The School Information Technologies Program	1	Rodgers	2	7:00-8:55 T	MC-18
624	Organization of Information Resources	49	Williams	3	5:00-7:55 W	MC-17
632	Training/Human Resource Development	1	Fields	2	7:00-8:55 T	MC-17
680	Internship in Media	1	Fields	2-6	Arr	Arr
682	Media Generalist Practicum	1	Rodgers	1-3	Arr	Arr
687	Readings in Media	1	Staff	1-2	Arr	Arr
697	Research Applications	1	Staff	2	Arr	Arr
699	Thesis	1	Staff	1-6	Arr	Arr

**Off-Campus Courses-Plymouth Site**

624	Organization of Information Resources	51	Williams	3	5:00-7:55 W	ITV
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## CIM Course Offering Plan 2002 - 2006

Following is our tentative course offering plan for the next four years. It is our intention to follow this schedule as closely as possible. In addition to those indicated, additional courses may be offered via ITV or web delivery.

### Fall Semesters

Daytime	Mon. Nite	Tues. Nite	Wed. Nite	Thu. Nite	Weekends	Arranged
104	245	502	422-522	404-504	442	444
204	423-523	456-556	454-554			680
245	452-552	620√	624√			682
260	608√	632				
302						
421-521						
422-522						
469						

√ - Courses offered via ITV.

### Spring Semesters

Daytime	Mon. Nite	Tues. Nite	Wed. Nite	Thu. Nite	Weekends	Arranged
104	422-522	462-562 °	455-555	616	442	444
204	245	612√		622√	462-562•	680
245	423-523			623√	634	682
260	618√			656		
420	628√					
421-521	638					
422-522						

√ - Courses offered via ITV.

° - Courses offered odd years

• - Courses offered even years

## CIM Course Offering Plan 2002 - 2006

### Summer Session I

7:30	10:00	12:30	3:00
245	454-554	260	620√
260	462-562	422-522	
422-522		502	
452-552		624°	
608		628•	

- √ - Courses offered via ITV.
- ° - Courses offered odd years
- - Courses offered even years

### Summer Session II

7:30	10:00	12:30	3:00	Arranged
260	455-555	404-504		682
422-522		422-522		
612		623 °		
		622•		

- ° - Courses offered odd years
- - Courses offered even years

If you have any questions, please contact the Center for Information Media at (320) 255-2062 or [cim@stcloudstate.edu](mailto:cim@stcloudstate.edu).

out with learners. For instance, one of our graduate students recently completed an internship in which she was involved with usability testing of prototype web pages with a variety of users. The first such prototype is underway with the creation of a 12-credit e-learning certificate incorporating Empathic Design to Instructional Design principles (Nichani, 18 February, 2002).

The SCSU e-learning certificate requires the following courses:

- IM 504: Instructional Design I, 3 Cr.
- IM 555: Design and Preparation of Multimedia Presentations I, 3 Cr.
- IM 556: Design and Preparation of Multimedia Presentations II, 3 Cr.
- IM 686: Seminar: Facilitation and Administration of E-Learning, 3 Cr.

Have you ever wondered in a class, "What does this information have to do with me (self-actualization)?" and "What does this information have to do with my career (my choice of vocation)?" "Relevance is key" (Singer, 13 February 2002). What could be more relevant than using instructional design principles and on-line strategies to learn to create and administer on-line instruction for others?

Expect to see more e-learning technology and design skills incorporated into existing courses, as well as more e-learning delivery methods, particularly for the new seminar, IM 686. We hope to make the certificate program available by Spring 2003.

### References

Delio, Michelle, (30 August 2000). Report: Online Training "Boring" Wired News Retrieved March 22 2002 from <http://www.wired.com/news/school/0,1383,38504,00.html>.

Masie, Elliott, No More Digital Page-Turning. E-learning Magazine Retrieved March 22 2002 from <http://www.elearning-mag.com/elearning/article/articleDetail.jsp?id=5054>.

Nichani, Maish, (18 February 2002). Empathic Instructional Design. elearningpost. Retrieved March 22 2002 from <http://www.elearningpost.com/elthemes/empathicid.asp?print=yes>.

Singer, Mark, (13 February 2002). Teaching the MTV Learner. The Chronicle of Higher Education Retrieved February 13 2002 from <http://chronicle.com>.

## Graduate Profile

by Chris Kreie

Chris is currently working as the media specialist in Eden Prairie at the mega-sized intermediate school called Oak Point. Oak Point's enrollment is 1,700. It houses all the fifth' and sixth' grade students in Eden Prairie. There are several blessings of working in a school like this. Size demands that their library is flexibly scheduled. They have some terrific technology including four computer labs. And Chris gets to pull from a huge pool of energetic kids for exciting, cutting-edge projects. The biggest downfall of a building this size is the difficulty in getting to know a majority of the kids. Sometimes the thought of working in a K-6 school of 700 kids sounds very intriguing.

Chris has been a media specialist for five years, and he is amazed at how many changes have happened in a relatively short amount of time. When he came on board at Oak Point he had the good fortune to work side by side with Oak Point's technology specialist, Bill Bierden. Bill retired two years later. The next year his job was cut to half-time and the year after that, the position was eliminated. Chris is now expected to do what Bill and he did together when he started, obviously an impossible task. Oak Point was on the technology cutting edge five years ago. A failed referendum in 2001 and tough economic times means they have to work much smarter now to remain on that edge. Their building was solidly steeped in the Macintosh world back in 1997. Desires by their tech directors to standardize computers across the district meant that they began purchasing only PCs a couple years back. Digital video in 1997 looked like a few computers loaded with Avid Cinema. Now they have an entire IBM computer lab where students can edit and share videos across a high-speed network. It's been an exciting five years, and he doesn't see any slow down in the years to come.

Personally, since his days at SCSU Chris has become a daddy to two wonderful kids, Samatha and Casey, and has settled down with his wife Tricia in St. Louis Park. He is enjoying his life as a media specialist. The career is everything (well, almost everything) he hoped it would be.





# CIM Grads Help Northwest Airlines Reach Top Training Heights

by Katy Koll

With all of the layoffs and cutbacks surrounding the airline industry these days, it has sometimes been difficult to find the light at the end of the training tunnel at Northwest Airlines. But on Sunday, February 17, 2002, St. Cloud State graduates of the Center for Information Media program helped Northwest Airlines to achieve its ranking as #23 in "The 2002 Training Top 100" awards by Training magazine. In addition, NWA was also awarded "Best in Class: Transportation" against Continental Airlines (#27) and United Airlines (#79). Training Magazine awards the Top 100 based upon a variety of criteria including training budgeting and hours allotted per employee, training evaluation, and initiatives. Companies are highlighted for their "... noble valuing of people for people's sake ..." and because they display "... a clear understanding of the direct link between an organization's ultimate prosperity and the extent to which individual members are encouraged to develop their own potential."

The NWA Training Alliance group that consists of representative Directors and Managers from Information Services, Ground Operations, Reservations, Flight Operations, Technical Operations and Inflight submitted the nomination for Northwest Airlines. Of these groups, SCSU graduates of the CIM program are represented in both Information Services and Flight Operations.

In addition, an Outstanding Initiative was awarded to Northwest Airlines for the Information Services Education Strategy and the development of the Skills Management System (SMS) which "... identifies employees' specific skills gaps in both technical and business competencies and rates them on a level from zero to five." Employees can then discuss their evaluation with their manager each quarter and training can be approved. If a larger training need is identified, instructor-led classes are brought on-site. Finally, the SMS can be used to identify mentors who scored at a level five in a particular skill.

CIM graduates work in a variety of capacities for NWA training including the design and development of computer-based training, as well as assisting with strategic planning and project management for NWA training initiatives. Our strong background in training and development provided by SCSU and CIM has helped to prepare us for these exciting and challenging times in the airline and training industries.

The 2002 Training Top 100 Award is an honor for everyone involved in training at Northwest Airlines, and reminds us that we can make a positive difference for our employees and become a powerful presence in the training world.

Katy Koll is a Multimedia Developer with Support Services in the Information Services Department of Northwest Airlines, and is a 1998 graduate of St. Cloud State University's Center for Information Media. She can be reached at 612-727-9336 or [katy.koll@nwa.com](mailto:katy.koll@nwa.com).

## Interview with J. M. Nelson, Professor Learning Resources Services and Center for Information Media, 1972-2001

Interview by Dennis Fields

**When did you first get involved with information media?** I suppose, in the generic sense, it was about first grade, when my Mom got me a set of encyclopedia. I was first aware of Information Media as an academic discipline when I came to SCSU. Though it sounded strange, the name proved a good choice for an emerging field.

**What were some major influences in your becoming a media professional?** The required audiovisual class for teacher certification in my bachelor's degree in mathematics and physics convinced me that I was not ready for the classroom. I accepted a graduate assistantship at East Texas State University and continued my studies in math, physics, and audiovisual education. The second major influence was when I decided to use some of the things I learned in AV classes.

I was teaching computer science at a small university. The machine language classes required that students

learn to read the lights on the computer console. Colleagues allotted two weeks for taking small groups of students into the computer room and teaching them how to use the lights and buttons. The process was tedious. I began to consider ways to get students using the console earlier.

After designing a sequence of events, I placed my slide camera on a tripod in front of the computer console and photographed each step in using the console to identify memory locations and operation codes. Using the slides, I recreated the computer console on the wall of my classroom and was able to get my students using the console effectively after two class sessions. My department chair inquired about my using slides and asked why I was letting students at the console so early in the semester. Pleased with the recognition, I explained how I had designed the slide sequence, and I offered to make copies for other faculty. He said he thought it would be better for me to concentrate on teaching computer programming rather than impressing people with my photography. I called the dean of graduate studies at East Texas State University; he offered me a fellowship in instructional technology. After completing the doctorate, I came to SCSU; intending to stay about three years, I ended up staying about thirty.

**What was it like when you first came to Learning Resources Services?** The building was new, the program was exemplary, my colleagues were wonderful, and the weather was awful. Weather notwithstanding, I was pleased to be part of one of the first academic units that integrated library, audiovisual education, and computer technologies into a comprehensive curricular support program. Many who read this know how wonderful a place SCSU LRS (now LR&TS) could be, but some might not realize how visionary Dean Luther Brown and his colleagues were, in the middle of the previous century, in combining library and audiovisual education into a comprehensive media program. It was wonderful to be on the cutting edge of the profession. The faculty were diverse; we were one of the few graduate programs offering degrees in such a broad range of "information media." Most faculty in LRS had been required to take additional graduate courses to complete credentials in both library and audiovisual education. I was part of the first generation of graduate students to see the importance of media integration. I integrated the MLS degree with my media technology doctorate. Thus, I was the first professor hired in Learning Resources and Center for Information Media who did not have to return to graduate school for "remedial" courses.

**What were your first assignments?**

My initial assignment was teaching, but I soon moved into media production. The move provided the best of both worlds. Some faculty prefer to teach, others prefer a service assignment, but many of us enjoy both. In LRS we could work and teach in our areas of expertise. We have often promoted our program as the only one on campus that uses the "medical school model."

**How many different courses have you taught at SCSU?**

That it is an embarrassing question, if not for me, certainly for St. Cloud State. I can think of 18 different courses that I have taught, and I added about 7 courses to the curriculum.

**What were some of your service responsibilities?**

Most of my career was in media production. When I was given the leadership role in Production Services, I started a campaign to change the name to "Instructional Development (ID)," which many in the profession considered to be a more appropriate. After almost twenty years at 50% in service and 50% teaching, I was asked to be the LRS research director. After a sabbatical to recover from that assignment, I returned to help supervise the open computer labs in LRS, coordinate the transition from chemical to digital graphic production, and coordinate assessment.

**What were some of the major changes during your career?** In 1969, when I started working in media designed and production, the primary product was the overhead transparency. The challenges were to implement responsible instructional design on the part of the faculty and create legible and attractive transparencies in a cost effective manner. We still struggle with the former. In 1972, when I joined LRS, we soon hired two graphic artists and numerous student workers for manual graphic production, mostly for overhead transparency (OHT) production. Major advancements were the electrostatic copying machine and the Macintosh classic, which had all those wonderful fonts and 72 point lettering. We could create artwork on the Macintosh and print on a LaserWriter to create a high quality, carbon based, thermographic or photographic transparency master. The Macintosh also helped us create artwork for slides. By the early



80s, slide production was approaching 1,000 slides per week.

Even though overhead transparencies and color slides represented the majority of our products, the technologies that made them more cost-effective also contributed to increase production of slide-sound and television programming. The 1980's brought practical integration of computers and audiovisual technologies. The most efficient and effective media of that era was the computer-controlled, multi-projector, slide-sound presentation. SCSU's 16-projector, multi-image presentation, designed and produced by Learning Resources Services, was the first, major, regularly updated, recruitment show used by the university.

In the 90's, video technologies replaced slide shows, and were soon coupled with other advancements that integrated audiovisual technologies into a single "medium," the computer. Now, it seems, "everything" is "Web-based" and computer presented. Even so, the most popular, dependable, and economical presentation medium is the overhead transparency.

**Really!?** Yep, at least as of my research of last year. Be careful when you challenge a nerd.

**What were some of your major accomplishments at SCSU?** I had the privilege of working with talented, progressive people and under supportive, caring administrators, particularly Dean John Berling, who not only gave us permission to innovate, but gave us permission to fail. Trying new things is risky; if you can't fail, you can't be innovative. I feel that I was a principal agent in, somewhat chronologically: working with progressive public school librarians and audiovisual directors to merge the Minnesota Association of School Librarians (MASL) and the AudioVisual Coordinators Association of Minnesota (AVCAM) into the Minnesota Educational Media Organization (MEMO); changing the Production Services component in LRS to Instructional Development; legitimizing and promoting major income-producing projects within Learning Resources; and starting the first, regularly updated multimedia promotional programming for the University. I also collaborated with Professor D. Ray Collins, and others, in the publication of nine books, including the second edition of *A Comprehensive Guide to Sports Skills Tests and Measurement*.

**Interesting, you don't seem like a jock!** I am anything but a jock. I only went to football games when I was in the marching band. In Texas, that was a major crime. No, I was a nerd when nerds had no respect at all.

**When did you start being a nerd?** Nerds are born, not made. Soon after my fifth birthday, I was helping plan our garden. My dad was consulting an almanac because potatoes had to be planted on dark nights. That led to an attempt to explain to me the signs of the zodiac and their influence on plants. I was skeptical. I wanted to plant one row under a full moon and one row under a new moon. He wouldn't take the chance. We were also getting one of our hens settled in on a nest of eggs. He penciled an "equator" around each egg so that they would be more likely to hatch. I wanted to pencil just half of the eggs. He wouldn't. I could hardly read or write then; nerds are born, not made.

**Now that nerds have respect, what's it like?** I still don't get respect!

**Oh! OK, how have changes in technology affected our ability to teach?** Not much. Technology has opened opportunities to learn, but has had little affect on teaching. Many continue to criticize the public schools for not doing their job. Rather than "teach," technology has precipitated misconceptions about teaching. W.W. II brought us the overhead projector, which every respectable classroom needed. Then it was the 35 mm slide, which could present detailed photographs in living color. Educational films came along in the 50's; all we had to do was film the best teachers and make copies for every school. "Film day" might have given teachers a break, and they likely resulted in some learning, but they didn't revolutionize education. In the latter half of the 20th Century, we saw innovations in television technology replace the 16 mm educational film. TV replicated the failures of the 16 mm film with even more fanfare. Remember MPATI? (Midwest Program on Airborne Television Instruction, pronounced "M-Patty" for those of you who weren't around in 1960)

No technology can replace human interaction. We need teachers to structure and monitor the learning environment so that students progress efficiently and effectively. We have tried to structure technologies to do that ever since the first "programmed textbooks" and the early, mechanical, "teaching machines." We have seen improvement in the mechanics; we can create with computers what it took months to do with paper publishing. We have seen little improvement in learning. The most successful "computerized" courses seem little more than programmed text presented on a screen. I don't deny that technology has made much that we do easier; it just has not made it that much more effective. It takes astute planning to use technology effectively. We have a few examples, but we have not changed education much. If technology were as effective as we like to think it is, would we still be struggling to teach English and algebra?

**So, what is the problem with technology?** The problem is with people. Few of us are either eager or capable of dispassionate learning. We each, to some degree, are limited by our emotions. We criticize other cultures for using education to promote their irrational myths, yet over 80% of our biology teachers are creationists. We abuse ourselves with alcohol and tobacco. "Junk" food in both homes and schools has made obesity in youth our greatest health problem. Just think of all the things we do that are legal, ordinary, and detrimental.

In our culture, there is little penalty and often great reward in promoting as fact that for which one has little or no evidence. If anything, technology has led us further from, rather than closer to, being an educated society. It is more important that students learn to manage information already within their reach than to reach worldwide for information for which they have not the intellectual tools to manage.

**Let's end on a positive note. What did you enjoy most about SCSU?** I enjoyed the academic community. SCSU has always had a wonderful faculty, and occasionally an OK administrator (J). I had the best of both teaching and service. In ID, I worked with almost every administrative unit, college, center, and department in the development of a wide range of media to support their individual purposes. The variety was incredible, and the range of media covered almost every format. In addition to a wide range of service encounters, I also had graduate advisees, many working on their own research projects. Most of my years we did not have an undergraduate program, so I advised "undecided" undergraduates. I enjoyed both levels of student interaction. Our students are typical of any regional institution, and wisely chose SCSU. Regional institutions are the mainstay of higher education. Though we produce a few "stars" academically and athletically, primarily we produce competent professionals and solid citizens, and we shepherd the undergraduates through their "party years" in an exemplary manner. Most faculty here like teaching more than research, and at SCSU you can teach. We attract good faculty; they attract good students. LR&TS's new facilities add glitz and might attract a few, but it is the faculty who advise, teach, and mentor. SCSU has a wonderful, caring faculty; it was an honor to have been a member.

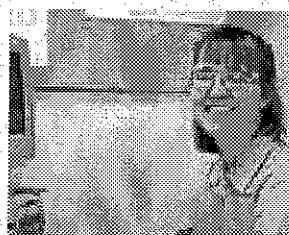
## CIM Graduate Assistants



**Beth Bruestle**



**Youjia Wang**



**Sarah Kozlovsky**



**Tianshu Tao**

**ALERT: If you borrowed sample materials (portfolios, Plan B papers, theses) from the CIM office, please return them ASAP. We need these examples to show students.**

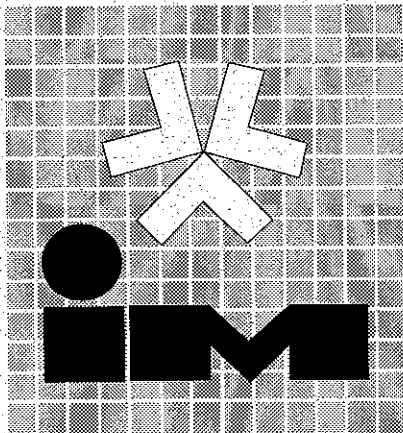


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Youjia Wang, Tianshu Tao, Co-Editors  
*e-mail: tati0101@stcloudstate.edu, wayo0001@stcloudstate.edu*  
Dr. Karen Thoms, Advisor  
*e-mail: kthoms@stcloudstate.edu*

The Center for Information Media and Learning Resources and Technology Services welcome news of former students. Please remember to keep us updated and that includes a simple change-of-address notification.  
Contact:

Center for Information Media  
Miller Center, Room 110  
St. Cloud State University  
720 4th Avenue South  
St. Cloud, MN 56301-4498  
Tel.: 1-320-255-2062  
*e-mail: cim@stcloudstate.edu*



information media news

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Center for Information Media  
Miller Center, Room 110  
St. Cloud State University  
720 4th Avenue South  
St. Cloud, MN 56301-4498

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