


Winter 1996

## Information Media Newsletter Vol. 33 No. 2

St. Cloud State University

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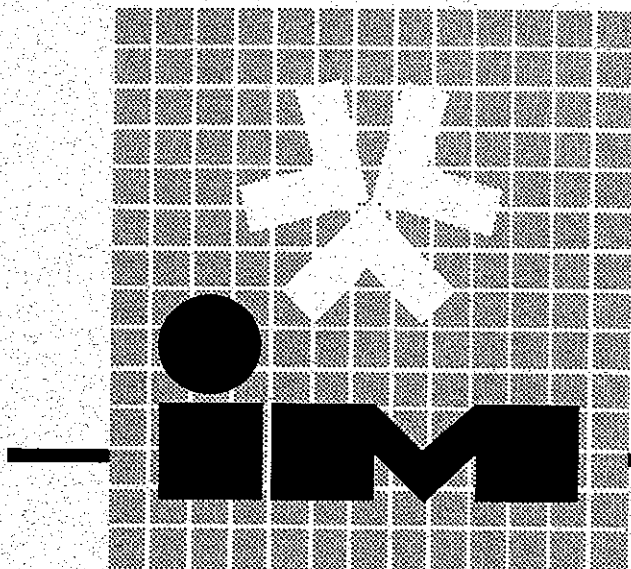
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## information media news

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Volume XXXIII No. 2

Winter 1996-1997

### Dean's

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Recently I received a memo from the St. Cloud State University Placement Office informing me of a visit by representatives from the Hawaii State Department of Education. It stated that State Department employees would be here to recruit media specialists for the K-12 schools in Hawaii.

This memo comes at a time when the demand for Information Media graduates is very high and is continuing to grow. The same is true for both the school and the business/industry tracks. Yet the number of candidates interested in earning degrees in Information Media has remained stagnant. The question that comes to mind is why many quality jobs are left unfilled or are filled by individuals with marginal skill levels when opportunity for educational background in this area is easily accessible.

Conjecture leads me to several possible theories for this discrepancy. In the school track, the uncertainty of funding for media specialist positions seems to be a major deterrent. Additionally, the workload is becoming more and more burdensome; therefore talented individuals are avoiding these job opportunities. In the business/industry track, the lack of understanding of the background necessary to successfully fill training/development/human performance positions has the effect of keeping



**Dr. John Berling**

individuals from preparing for entry into this field. While theories abound and each has some validity, it is clear that additional education about this field is critical. In this rapidly changing teaching/learning/human performance environment, it is the responsibility of the profession to provide quality answers to information service questions. In this information age, media specialists, by whatever name, are integral to the operations of successful schools and businesses. It is up to us to work to make job expectations more realistic and to encourage talented, young people to enter the profession.



## Make Your Summer Plans Now.....and include St. Cloud State

Happy New Year to all of you. We at the Center for Information Media wish all of you a happy and healthy 1997. As we reflect on 1996, I am sure all of us can say that a great deal has happened as we move toward our joint vision of media and technology in the lives of those we serve.

Have you given any thought to what you will be doing this summer? We will be offering regular classes as well as short seminars and workshops during both sessions. Please be sure to contact the Graduate Office in AS-121 at (320) 255-2113 for a copy of the summer schedule after about the middle of February. Our spring newsletter will also include a complete schedule.

If you have never attended the Children's Workshop, make this the year to do so. If you've attended before, come again. Each year is different. This year will mark our 18th annual workshop and will feature as our main speaker Ed Young who was the 1990 recipient of the Caldecott Award for his book Lon Po Po: A Red Riding Hood Story from China. Also featured will be Audrey Osofsky, a Minnesota author, who wrote Dreamcatcher and My Buddy. Dreamcatcher was illustrated by Ed Young. Jerry Wellik will be the featured storyteller along with Gertie Geck talking about "hot" new children's books. Coordinators of the event, Chris Inkster and Sandra Williams, have been working hard all year to make this workshop as exciting as ever. This year they have added a 75-minute session on technology links to children's literature. This will be followed by a hands-on Monday evening session for those interested in a follow-up activity. Persons interested in the workshop/conference should contact Chris Inkster at (320) 255-4930 or Sandra Williams at (320) 255-2086 or the Office of Continuing Studies (320) 255-3081 for a brochure and registration materials.

Short one-credit seminars on multi-media, distance education, grant writing, and the Internet will be available throughout the summer. Watch for a brand new seminar entitled Wires, Cables, and Connections that will help you untangle your technology woes. We hope you will have an opportunity to spend some time at St. Cloud State University this summer.



**Dr. Doreen Keable**

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### Scholarship Winners

A hearty congratulations goes out to the Luther Brown Scholarship winners for the 1996-1997 school year. There are three graduate students who each received a scholarship. They are:

- Chris Kreie--Track II
- Amy Jeffery--Track II
- Yuzhen (Jane) Song--Track III

The scholarship is named after Dr. Luther Brown. Dr. Brown started his career at St. Cloud in 1956 as an Associate Professor of Education. By 1961, he was the Director of Instructional Resources (later changed to Learning Resources), which included audio-visual services, curriculum materials, and libraries on campus. Throughout the 60's, he was a key member of the planning committee for Centennial Hall. In 1970, he was named Dean of Learning Resources, a post held until retirement in 1977.

## Professional Activities

On October 25 and 26, 1996, **Renee Rude** attended the "Closing the Gap" conference in Bloomington, Minnesota. Some of the sessions included educational assistive technologies (her favorite), typing with one hand, and Internet for the visually impaired. The depth and breadth of the sessions has earned this conference the reputation as a leading source for information on innovative applications of microcomputer technology for persons with disabilities.

**Renee** also attended the conference in 1994. As a result of that conference, she wrote a grant to fund the telesensory computer magnification system for the LRS. The system was installed in the Fall of 1995. Now, patrons with impaired vision can research PALS and CD-ROMS.

She says of her experiences, "The conference takes one's breath away with ideas and possibilities for persons with disabilities."

**Robert Hauptman** presented "Interdisciplinarity: Discipline and Reward" at the Fall 1996 Bush Conference, held in Plymouth, MN. In his presentation, he maintained that while acquiring interdisciplinary knowledge is difficult, it is necessary for intellectual survival. In addition, the information ethics reader he co-edited with Richard Stichler is now at the publisher. It is slated for release in late 1997 or early 1998 with the tentative title of "Reader and Information Ethics". Early November found him in Texas for a weekend to climb Guadalupe Peak, the highest point in the state.

**Richard Iten**, a reference librarian and veteran, has started a new program to assist other veterans in the library. Working with the St. Cloud and Twin Cities Veteran Affairs Medical Centers Vocational Rehabilitation staff, Richard is an advisor to veterans who

need help in the library. He stated, "Veterans who are attending St. Cloud State University/St. Cloud Technical College may require one-on-one assistance in library instruction. I am available to teach them how the library is organized, how to access information, and how to do university level research."

**Karen Thoms** attended the Minnesota Business Educators, Inc. (MBEI) state conference October 3-5 in Rochester, Minnesota. She presented "Critical Thinking Requires Critical Questioning: Techniques to Effective Critical Questioning."

She also attended the October 16-20 national conference of Professional and Organizational Development in Higher Education (POD) held in Salt Lake City, Utah. She presented "Ethical Issues Relating to Teaching via an Interactive Two-Way Television System" to a group of instructional designers, faculty, faculty development coordinators, and administrators. She also co-presented "Put Your Best Foot Forward on a Shoestring Budget: Building the Image of a New Teaching and Learning Center" with Roseanna Ross, director of the SCSU Faculty Center for Teaching Excellence, and Michelle Weis, program coordinator for the Collaboration for the Advancement of College Teaching and Learning.

**Fred Polesak** presented artwork in a show titled "Oceanworks/Mixed Media Images" in Atwood Center October 21-December 18, 1996. The "oceanworks" aspect was art pieces incorporating ocean materials while the "mixed media" included oil paintings and works done with tissue paper, nails, and found objects in a field.

The Center for Information Media and Learning Resources congratulates the following Summer 1996 and Fall 1996 graduates:

### Summer

Joan Carrier--Track 3  
Colleen Dwight--Track 2  
John Eye--Track 2  
Annamae Holzworth--Track 2  
Katherine Koepke--Track 3  
Mary (Betty) Swanson--Track 2  
Cathryne Walz--Track 2

### Fall

Greg Farnen--Track 2  
Mary Ann Hagemeyer--Track 1  
Fran Kaliszewski--Track 2  
Elaine Knutson--Track 2  
Kori Pearson--Track 3  
Bernadette Russell--Track 3  
Syrentha Savio--Track 1

# Technology Update

The following is an update on 3 labs available to Information Media students.

## **Education Lab**

*by Jim Pesta, GA*

There are some exciting things happening in the education building. One of these is the changes in the Curriculum and Technology Lab. The curriculum aspect of the lab encompasses mostly print materials relating to all levels of K-12 education. The technology part of the lab is computers.

Several years ago the computer lab was designated as a public lab. This made it eligible for equipment purchased from student fees. The lab used this eligibility to recently purchase 28 Mac Power PC 5400s. Features on these machines include 16 MB RAM expandable to 136 MB, 1.6 GB memory on the hard drive, 8x CD-ROM, 120 MHz 603e processor, and a 15 sq. in. color display with integrated stereo speakers and SRS 3-D stereo surround sound. This, in addition to new Ethernet connections, has made the lab very user-friendly despite a few wrinkles common to any new system.

The curriculum (print) portion of the lab is currently scheduled to undergo reconstruction designed to cull the dated and/or inaccurate materials. Furthermore, reorganization of the remaining materials should help make this segment of the lab as accessible as the computer portion. The staff at the lab is excited about the changes and invite you to come visit any time you are on campus.

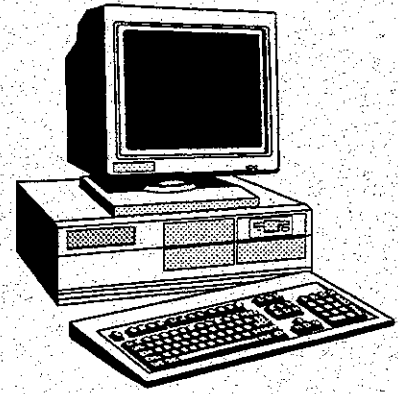
## **InforMedia Arcade**

*By Greg Damm, GA*

In the spring of 1996, the InforMedia Arcade had its grand opening. The Arcade included 10 Power Macintoshes and 2 Digital computers with Windows 95. Like all new ventures, the Arcade faced several challenges. As a result, the InforMedia Staff developed the following procedures: retraining the staff, developing software and hardware support, and implementing a maintenance system.

Along with the development and training aspects of this lab came several new student services. Luther Rotto and Quinn Kolb, who oversee the operation of the lab, supervised the installation of five 100 megabyte Zip drives for student use. A Zip disk has the storage capacity of approximately 100 floppy disks. Another service made available was CD-ROM recording. This gives students the opportunity to record their multimedia projects on CD-ROM. A flatbed scanner was also added to one of the student workstations. Prior to adding the scanner, students were required to submit the material 24 hours in advance and a desk worker would scan the image for them. Now, students learn scanning procedures and software by actually doing it themselves.

In addition to these services, signs were developed to communicate these new services as well as to create a consistent identity for the InforMedia services department. Some examples of these signs include name tags to identify staff members and a list of services and prices.



## **CIM Lab 232**

*By Amy Jeffery, GA*

In the beginning, the lab was a production room for Information Media classes. It contained thermafax machines, dry mount presses, and paper cutters to be used in producing works. However, in order to keep students on the cutting edge of technology, it has evolved into a computer lab for teaching and student use.

The first computers were Apple IIe's followed by Apple SE's and finally 12 VX's, which were installed about 3 years ago. Now, the lab is available for Information Media students only. Students are able to prepare assignments using a host of software including Hyperstudio, Persuasion, ClarisWorks, Pagemaker, and Netscape.

In addition to student use, the lab is available to professors for full class instruction. Classes can be held in the lab with the instructor demonstrating on the teacher workstation, which is a computer hooked into an overhead projector with an LCD panel. If you get a chance, please visit us.

## News Articles

This article is the first part of a two part series titled "Looking Ahead: Computer Classrooms". Part I deals with teacher computer proficiency, while Part II analyzes the design of an instructional lab. The second part will appear in the Spring newsletter.

### Looking Ahead: Computer Classrooms-Part I

*Dr. Najmi Junaid*

As we approach the year 2000, we know that many external factors will influence our classrooms. New paradigms are emerging in education, technology, classroom environment and culture of the classroom. In education, visual literacy is replacing textual literacy. Learner-based teaching is going to be the norm. In technology, digital video is going to be used as multimedia. Two-way interactive learning is getting more popular and becoming common. Classroom environment is changing towards interactive teaching and learning. Culture of the classroom is changing to be multicultural, while diversity in the classroom is creating new challenges for the teachers.

A good instructional lab is one where new technologies complement the instructional models and styles of teachers. Two important factors determine the future of instructional labs: computer proficiency of teachers and design of the instructional lab. Teacher's Computer Proficiency: How much teachers should know about computers to teach in instructional labs? Should they be computer programmer, or merely computer literate? According to the International Society for Technology in Education's curriculum guidelines, the following skills are important to teach in computerized classrooms. Teachers must (a) demonstrate ability to operate a computer system in order to successfully utilize software; the use of computer-based system should become second nature for teachers; (b) be able to evaluate and use computers and other related technologies to support the instructional process; (c) use computer-based technologies to access information to enhance personal and professional productivity; (d) apply computers and related technologies to facilitate emerging roles of learners and the educator; and (e) demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.

**To Be Continued.....**

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### Graduate Update.....

**Vi Bergquist** is a Track I (Information Technologies) graduate. Her first job out of school was working as a reference librarian for the Pioneerland Library System in Willmar, MN. After working there for 2 years, she moved on to the St. Cloud Public Library where she has continued her work as a reference librarian. Some of her duties include online database searching, government documents, and materials selection for social sciences, literature, and computer sciences. She is also in charge of periodicals for the Great River Regional headquarters. Eventually, she would like to move into a supervisory position within the library system.

She feels the IM program prepared her for librarianship by keeping her on the cutting edge technologically. She also cited the excellent experience of the internship and working in the SCSU reference department as major reasons why she landed the first job she applied for.

## News Articles

### Acquisitions Area

*By Dr. Phyllis Lacroix*

As a result of Dave Rydberg's retirement last spring, I have changed positions and am now in charge of library acquisitions at SCSU. I would like to take just a few minutes of your time to outline the services provided in the acquisitions area.

We are responsible for ordering all monographs and serials including periodicals. The serials/periodicals budget comes entirely from Learning Resources allocations. As with all libraries, we are constantly battling the problem of rising periodical costs that must be kept in check to maintain sufficient funding for books and other media.

The book budget is handled in a different manner. Half of the book/non-print budget is allocated to colleges for faculty requests. Each college is responsible for dividing its allocation among its departments. The collection development committee of Learning Resources is responsible for purchases using the other half of the book budget. This gives us the opportunity to manage the collection and fill in gaps that may be left after faculty requests are made.

My first task in moving to acquisitions involved physically moving periodicals acquisitions from the periodicals area on third floor to first floor acquisitions area. The move took place during the summer and was handled expeditiously by the periodicals secretary, Barb Mueller, with assistance of students and others in the building.

Since the move, we have been working on the transition of placing all orders through the PALS online system. Diane Larson and Mary Krafnick have been using PALS for ordering and invoicing books and non-print items for the past year. We are now in the process of adding periodicals and will begin ordering other serials using the system sometime soon.

The work we do relies heavily on teamwork, not only within the acquisitions area, but with faculty and staff in other areas of the building as well. So far, thanks to the expert skills and good nature of the acquisitions team, the transition has been a smooth one for me. Please visit when you are on campus and I'll be happy to give you a grand tour of the acquisitions area.

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### Reading, Writing, and the Computer

*By Dr. Robert Hauptman*

The computer mediates. It also degrades. Because we are now able to quickly type or orally dictate documents, articles, letters, and e-mail into a machine that ostensibly is as smart as we are and can correct stylistic, grammatical, and spelling infelicities, and create bibliographic entries, we tend to delegate as much as we can to the equipment. We are also less careful concerning the quality of the text. All we really want to do is get our message out to its readership—whether a single individual or everyone who ever accessed the Internet. The mellifluous prose for which one once strived is no longer of very much importance. And here I am talking about those who can write. Those who cannot will never improve unless they return to reading.

Writing without guidance results in writing that stagnates. If one's compositions are evaluated on an ongoing basis, it is probable that the quality of the documents will improve. But the most efficient (and enjoyable) way to improve one's writing is to read—substantial quantities of diverse material, especially of a literary nature. In this way, the aspiring author will be influenced by the great prose stylists and slowly and subconsciously pick up the structures, idioms, and nuances that differentiate the hack from the litterateur. Reading technical reports will help a technician write better reports; reading Shakespeare, Dickens, Lamb, or Theroux will hone one's general ability to articulate. Carefully modulated prose is always an asset. So read, read, read, and read some more!

# 1997 Spring Schedule

## SPRING QUARTER CLASSES

<u>Course</u>	<u>Course Title</u>	<u>Section</u>	<u>Instructor</u>	<u>Credits</u>	<u>Time</u>	<u>Location</u>
104	Library Resources and Research	1	Iten	4	2MW	CH-228
		2	Lockway	4	6M	CH-228
204	Research Strategies	1	Rude	4	9MW	CH-228
		2	Nelson	4	6T	CH-228
245	Microcomputers in Classrooms and Media Centers	1	Stachowski	4	6M	CH-126 & 232
412-512	Television in Media	1	Polesak	4-3	6R	SH-151
432-532	Using Microcomputers in Education	1	Staff	1	Arr.	Arr.
444	Internship in Media	1	Staff	1-4	Arr.	Arr.
445-545	Microcomputer Applications in Education & Training	1	Junaid	4-3	6T	CH-126 & 232
468-568	Media Materials & Methods of Instruction	1	Staff	4-3	9TR	CH-228
		2	Thoms	4-3	11MW	CH-228
		3	Junaid	4-3	11TR	CH-125
		4	Thoms	4-3	1TR	CH-125
		5	Stachowski	4-3	6R	CH-228
469	Training and Media Management	1	Hites	4-3	10MW	CH-127
471-571	Design & Preparation of Multimedia Presentations	1	Thompson	4-3	6R	CH-125 & 232
603	Information Media: Theory	1	Lacroix	3	6W	CH-127
609	Administration of Media (March 14-15; April 18-19; May 2-3; makeup date is May 23-24)	1	Keable	3	F/S*	CH-228
644	Technologies in Library/ Media Center	1	Ewing	3	6W	CH-126 & 232
646	Multimedia Software (April 4-5, 25-26; May 16-17; makeup date is May 23-24)	1	Josephson	3	F/S*	CH-228
655	Technological Applications in Educational Administration (Students must register concurrently with EDAD 655) (Tuesdays: March 11, 25; April 8, 22; May 6 - Saturdays: March 22, April 12, May 10)	1	Thompson	2	T/S**	CH-228 & 232
658	Principles and Procedures of Instructional Development II	1	Fields	3	6T	CH-127
662	Recent Trends in Media	1	Junaid	3	6R	CH-100
675	Organizational Training & Media Management	1	Hill	3	6M	CH-127
679	Media Generalist Practicum	1	Keable	6	Arr	Arr
680	Internship in Media	1	Fields	3	Arr	Arr
681	Readings in Media	1	Staff	VR	Arr	Arr
682	Research in Media	1	Staff	VR	Arr	Arr

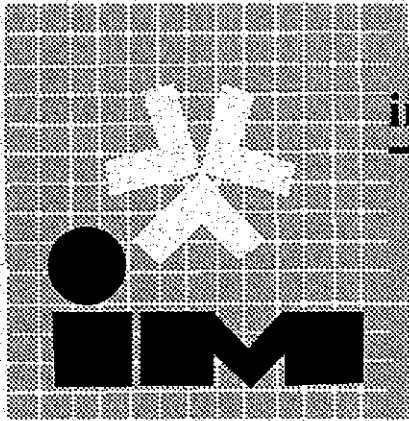
\*Weekend classes meet 5:30 p.m.-8:50 p.m. Friday; 8:00 a.m.-3:40 p.m. Saturday.

\*\*Tuesday/Saturday classes meet 6:00 p.m.-9:20 p.m. Tuesday; 8:00 a.m.-3:40 p.m. Saturday.

For registration information contact:  
Office of Records and Registration AS118  
720 4th Avenue South  
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St. Cloud, MN 56301-4498  
(320) 255-2111







## information media news

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BONNIE HEDIN  
CATALOGING

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The Center for Information Media and Learning Resources welcomes news of former students...please remember to keep us updated and that includes simple change of address notification. Keep us informed by contacting:

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