


Spring 1987

Information Media Newsletter Spring 1987

St. Cloud State University

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St. Cloud State University, "Information Media Newsletter Spring 1987" (1987). *Information Media Newsletter*. 74.
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ROLE OF NEW INFORMATION TOOLS IN EDUCATION

By Joan Wallin, Technology Specialist
Minnesota Department of Education

Each year in the junior high school where I was a media specialist, the students had a reference unit. They learned to use various reference tools like Readers' Guide, almanacs, biographical dictionaries and encyclopedias. As ninth graders, the final challenge was to do double crossstics which gave limited, obscure clues like "18th century poet." Sometimes it took the students several class periods to dig out the answers. Frequently, we would all lament that there weren't more indexes to the reference books, or a better way to narrow and focus searches.

New storage systems for data meet these needs, challenging professionals and students to access and use information. Systems such as CD-ROM, "Compact Disc Read Only Memory," and online databases are changing the way individuals can search for information.

In the past, only assigned subject headings or indexes provided access points. With these new information tools, every word is indexed in relation to the words around it. Words that appear in the same article, the same paragraph, or adjacent to one another can be readily identified. In the past, a student looking for information on United States foreign policy and Nicaragua would look up articles in the encyclopedia under those titles. Now, every occurrence of those words in any article they appear in will be identified for the searcher.

More and more reference tools are available in these mediums. Tools

and Books in Print are accessible online. Others, like some of the Wilson indexes, Grolier's Academic American Encyclopedia, full-text newspapers and ERIC are available on CD-ROM. Many more are going onto either of these systems and sometimes both.

CD-ROM and online databases require new search skills for the users since all words become searchable. The identification of author, title and subject cards, so essential in a card catalog, becomes insignificant in the online catalog. "See" and "see also" references become irrelevant because all variations can be entered in the search strategy. The use of Boolean logic connectors ("and", "or", "not") and truncation (adding a punctuation mark before or after the common root of a word allowing retrieval of plural or other variations) enable the searcher to either narrow or broaden the search. What's important is that the searcher must formulate a search strategy that encompasses the maximum number of possibilities.

Instruction in elementary grades could begin with students searching vendor- or teacher-developed micro-computer databases and later creating their own. In the process, they develop a sense of how databases are constructed and how to identify key words and essential key identifiers. The next logical step would be to access information on CD-ROM which does not entail the hourly online charges. Finally, as student information needs grow, they will need to access the vast amounts of in-

(Wallin continued on Page 5)



INFORMATION MEDIA NEWS

IN THIS ISSUE

WALLIN ON TECHNOLOGY	1&5
DEAN'S CORNER	2
CIM NEWS	2
TEACHER OF THE YEAR	3
VIDEODISC UPDATE	3
ID CHANGES	4
FACULTY UPDATE	5
SUMMER SCHEDULE	6/7
FALL SCHEDULE	FLYER



THE DEAN'S CORNER

By John Berling

Copyright is defined in Webster's New World Dictionary as "the exclusive right to the publication, production, or sale of the rights to a literary, dramatic, musical, or artistic work on the use of a commercial print or label, granted by law for a specified period of time to an author, composer, artist, distributor, etc." This definition makes it clear that artists and literary works belong to the artists and the authors.

Law relative to copyright has been established to protect the rights of the creators. The first law governing intellectual property was passed in 1909 and was not amended or revised until 1976. Advancement of reproduction, electronic storage and retrieval and transmission technologies necessitated a broader view of ownership of intellectual property; audiovisual productions and computer software was added to the copyright definition.

While the revised law was being formulated, persons in the educational sector began to identify problems that educators would experience under the terms of the revised statute. Educators know that the creator of a work needs to have the rights to the intellectual property protected. Nevertheless, as educators it is also critical that students and researchers have access to information. So it is the concept known as "fair use" that is currently receiving a great deal of attention. Then tension exists between the perceived rights of the creator and the inherent rights of the learner/researcher in a democracy. Fair use provides access to works for classroom use in ways which are otherwise illegal.

The purpose of my short statement on this subject is to encourage you to become involved in this important debate. The rights of the learner and creator must be protected. A reasonable, thoughtful group of media

professionals can provide excellent insights about this issue. A meeting of professionals from our field armed with such insights with a representative group of artists, authors, etc. could be a good starting point. It is important that the learners /teachers speak more directly to the creators. It could provide us with a model which would keep us from heading to an increasingly litigious situation. Neither the creator nor the learner/teacher benefits from legal battles on copyright questions. This is an important professional issue. Find a way to provide your input.

CIM NEWS

By Phyllis Lacroix

Once again, we are excited about our workshop and course offerings for this summer. (See winter's IM News or SCSU's Summer Bulletin for details.)* If you are able to join us, we believe you will enjoy it as much as we will. We are especially excited about being able to offer workshops to satisfy a variety of interests and needs. By the way, we are always looking for ideas to make our summer offerings more meaningful. Please contact me as soon as possible if you have any suggestions.

As we continue to evolve, we are examining courses and programs for the purpose of responding to the needs of our students and keeping current. If you wish to contribute to this process, please make contact with us. We are having a meeting with the Advisory Committee for the Center during the last week of April to discuss ways we can improve our program. Each of the three tracks has individual concerns to consider: we are looking at the needs of the public libraries which will affect our Track I offerings; the proposed changes in school media licensure will require changes in our Track II program; and our comparatively young Track III program is still adjusting to an ever changing field.

Next year we will be involved with several factors that will impact our courses and services. We will be sharing facilities with the Mass Communications Department because of the remodeling project in Stewart Hall. In addition, several faculty members will be awarded leaves of absence for a variety of reasons which will leave us short-staffed. Doreen Keable will be at the University of North Dakota working on a doctorate in Educational Administration, Steve Koyama will be teaching in Denmark during spring quarter, Lawrence Smelser will be in England spring quarter in addition to his usual winter quarter absence, Virginia Sorensen will be on sabbatical spring quarter, Bob Hauptman is considering a leave of absence for the entire school year, and Fred Polesak and Fred Hill will be taking leaves of absence winter quarter. These leaves, with a heavy demand for courses, will make it difficult for us to offer off-campus and elective classes. We are hoping to be provided some extra funds to help offset these problems.

We will, however, offer courses in the metro area next year. We are planning to offer Cataloging fall quarter, Preparation of Media winter quarter, and Photography spring quarter. We are also prepared to offer television and interactive video if needed. In addition, we will be offering a course on children's services for public library employees in the metro area.

In March, we were saddened to hear that Ken Ames, Dean of the College of Education, suffered a stroke which left him paralyzed on the right side of his body. He has also been unable to speak since that time. He is now recuperating at home and responding well to therapy. If any of you wish to send him a card, his address is: 1009 Kilian Boulevard, St. Cloud, MN 56301. Visiting hours are 6:30-7:30 p.m., Monay-Friday.

*Please note: Steve Koyama's tour has been cancelled for this year.



SORELL NAMED TEACHER OF THE YEAR

Jan Sorell, a graduate of the master's and specialist's program in Information Media, has been named Teacher of the Year for District 742, St. Cloud Public Schools.

Currently the Learning Resources Facilitator for Academic Achievement in the district, Jan has filled many roles during her tenure in St. Cloud. She has taught second, third, fourth, and fifth grades, been a media specialist in junior and senior high schools, and has been a faculty member at SCSU during the summers. Further, she has district wide respect as an expert in educational uses of computers.

Jan's new role as facilitator for academic achievement is a new one. Her main focus is to provide support for teachers of gifted students, providing in-services for them, and researching programs and techniques on teaching. Shortly, she will begin work on a team interpreting survey data to see where program needs have been identified at junior and senior high levels. This will be followed by research on ways to satisfy those needs. Although this position is new, Jan has been involved with education of the gifted for the past seven years.

Jan's dedication to education is reflected in her Philosophy of Teaching statement: "Along with the joy of learning, I want to assist my students in developing skills and attitudes needed so that they become independent, lifelong learners. As teachers, we prepare students to live in a future about which we know very little. We cannot possibly teach them all of the knowledge and skills which will be needed. But we can teach them how to learn."

Congratulations, Jan! Your alma mater is very proud of you and wishes you the best of luck at the state and national level.

INTERACTIVE VIDEO DISC REVIEW CENTER UPDATE

By Doreen Keable, Luther Rotto,
and Tom Stachowski

Recent activities at LRS will ensure the Interactive Videodisc Review Center (IVRC) will continue to provide quality service.

Tom Stachowski attended the Fifth Annual Computer Based Conference in Atlanta, Georgia, March 15-18. He reports the Interactive Videodisc Technology portion was very informative. Presentations and exhibits reinforced the idea that a microcomputer linked to a video disc player is a powerful instructional tool. The speed, power, branching possibilities, and visual images that can be incorporated into interactive videodiscs make these attractive alternatives in education and education.

Tom also says the conference presented another role for interactive video. As an information delivery system, it can provide a meaningful method to communicate with other people. The exhibit area contained numerous vendors showing many educational software programs for videodisc applications. In addition, he says it was apparent that videodisc titles address a variety of concerns.

Luther Rotto and Doreen Keable attended the Nebraska Videodisc Design/Production Workshop in Lincoln, Nebraska, March 1-5. The workshop was composed of 38 people from all over the United States, Canada, and Italy. Participants represented private industry, the military, and higher education.

Presentations were given on numerous topics. These ranged from levels of interactivity and examples of each, to videodisc technical specifications and production and premas-

tering of videodiscs. In addition, authoring systems, the interactive videodisc instructional design process and/or project management, and scripting were addressed.

Working with the Nebraska Videodisc Design/Production Group staff and facilities, the workshop ended with the design and production of an interactive premaster videotape. 3-M in Menominee, Wisconsin, then replicated the videodisc, and each workshop participant received a copy.

Besides knowledge obtained from conference attendance, LRS has recently acquired numerous videodiscs. Located at the ITS desk on 2nd floor, they include:

- Infinity Factory--10 part series on math
- Trigland I & II
- Mastering Decimals & Percents
- Whales
- Helen L. Allen Textile Collection
- National Gallery of Art
- National Air & Space Museum
- Music Is--Melody, Rythm
- Music Is--Style, Tone, Color
- Music Is--Composed
- Punctuate It
- The Puzzle of the Tacoma Narrows Bridge Collapse
- Knowledge Disc--The World's First Laser Videodisc Encyclopedia
- Mystery Disc, Murder Anyone?
- Fun & Games
- SVE Pallas--Study Skills: The Lost Civilizations Expedition
- Jazzercise--Starring Judi Sheppard Missett
- Mastering Fractions--3 Part Series
- Mastering Decimals and Percents 1.1
- Collegeville U.S.A.--The Video Library of Colleges, Careers, and Financial Aid

IM News will continue to publish the latest information concerning this important instructional technology.

Graduates--we would like to hear from you. Tell us where you are at and what you are doing. Write or call CIM, Learning Resources Services, St. Cloud State University, St. Cloud, MN 56301, (612) 255-2062.



CHANGES IN INSTRUCTIONAL DEVELOPMENT

By Mike Nelson

Two major changes are planned for the Instructional Development Division this Spring, both the results of advances in technology. The most exciting is the acquisition of a highly sophisticated, West End Film Company, computer graphics system that will increase both our productivity and the effectiveness of our graphics products. The second major change is our move from the present graphics location into a smaller space down the hall from the ID office, where LRS repair facilities are now located. This move is to make room for KVSC, the university radio station, which will be moving into our old graphics area. KVSC will remain there at least throughout the two-year remodeling of Stewart Hall. Although our graphics area will be smaller, technological improvements in graphics will allow us to maintain productivity, increase quality, and increase flexibility.

The computer graphics acquisition will eventually affect every production area, but the immediate effect will be in graphics and photography. Most speaker support and instructional presentation materials, particularly slides and overhead transparencies, will be designed in full color on the computer, with full preview via color monitor. The final product will be printed via one of six output options: full color overhead transparency, full color paper copy, high resolution color slide, high resolution monochrome laser print, video tape, or on a color television monitor. Since the most impressive product will likely be the color slide, we anticipate a significant increase in the utilization and processing of color slide materials.

Additional features include three dimensional modeling for computer graphics, drawings, and artwork, plus the ability to capture a frame from a video source, such as a video

camera, as a graphics file and integrate all or portions of that image with other computer graphics. We anticipate the incorporation of this technology into our television productions, and we will eventually expand the computer graphics capability to include computer animation.

The acquisition of such a comprehensive computer graphics system came neither casually nor independently. Rather, it was the result of a cooperative effort between the Art Department and Learning Resources Services in preparing a proposal for a comprehensive graphics system to serve both the curriculum and service needs of the university. Credit should also be given to astute administrators who supported our proposal.

For those of you who might be considering computer graphics but have little or no hope of acquiring high-resolution color capability, be assured that the Macintosh will remain a viable component of our graphics system. In fact, most of us in LRS would still recommend the Macintosh as a primary tool for the media specialist, and it, plus a laser printer and a thermofax machine, still represents a very efficient and effective computer support system.

If you are interested in state-of-the-art computer graphics utilizing either the Macintosh or West End Film system, be sure to keep in touch with the Art Department and Learning Resources Services for course offerings and demonstrated service capabilities.

Timelines for moving graphics and arrival of the West End system are not firm, but we anticipate to be moved and operative by early summer. The radio station is scheduled to be moved by late spring, so our graphics move will coincide with it. The West End system is in the state procurement process awaiting completion of bidding and other procurement procedures. However, we also anticipate its arrival by early summer. We invite you to stop by for a visit anytime.

INTERNSHIP UPDATE

By Steve Koyama

Spring quarter has been a busy one for experiential learning. Seven IM students are gaining practical knowledge and skills while interning at a variety of locations.

Shari Arneson is working with media generalists at four different schools in the Twin Cities area. Becky Houle has extended her internship at the St. Cloud office of the Minnesota Department of Transportation (MnDOT). And Tom McDonough is analyzing needs assessments and producing video for the Willmar area MnDOT.

At the Minnesota Supreme Court in St. Paul, Renee Rude has been creating a reference manual for various computer systems. As more areas of Minnesota computerize their legal records, the updating of training material has become critical.

Interning on campus, Tom Schulz is designing a proposal for establishing a radio news line for the Office of Information Services. Also working with mass media concerns is Brenda Schuler. She is currently with KARE TV Channel 11 assisting with on-air promotions, press releases, and various other pre- and post production responsibilities.

RUDE AWARDED LUTHER BROWN SCHOLARSHIP

Renee Rude, Graduate Assistant in Reference Desk/database management and record keeping, was the recipient of the Luther Brown Scholarship for school year 1986/1987.

Renee is an I.M. Track III graduate student with an interest in government. She holds a B.A. in Political Science and has worked in county social service employment. She also has worked in the public library field at Great River Regional Library, St. Cloud.



(Wallin, continued from page 1)
formation available in online
databases.

The challenge for media specialists is to teach students the appropriate search strategies. They also need to determine the appropriate tool to access first. Both cost and the recency of the information are factors to consider. Although online information is more expensive with telecommunication charges and hourly access fees, the information can be continually updated. CD-ROM is appropriate for enormous amounts of data that does not change frequently. The search techniques for both are similar.

How do these new information sources fit into the instructional design process for students and teachers? They move us away from the textbook and into a learner outcome-based education which may be concept organized and interdisciplinary. Textbook driven curricula need very few outside resources and when used, are done so in a supplementary fashion. The media specialist's role becomes more important as we move toward actually designing instruction to accomplish specific objectives. Those objectives will focus less on memorization and recall and will emphasize higher levels of thinking.

In the sixties, Minnesota attempted to implement a discovery approach to learning called Minnesota Project Social Studies. One reason it didn't flourish was the lack of appropriate learning resources. It required data to analyze. With the new information sources, curricula requiring analysis of data are possible. Research topics may be more specific and directly related to the learning objective. Currently, we all see students assigned research topics of a broad, general nature. With the new information sources, each student may research and analyze a different aspect of the topic relevant to the learning objective. Instead of asking a student to do a report on the conflict in Nica-

ragua, the teacher could now assign each student a different aspect of the Nicaraguan conflict to research, analyze and report on. No longer is the learning resource supplemental; it becomes a key component in the teaching/learning strategy.

The challenge for teachers will be to construct research assignments that challenge the student and use the full capabilities of the new information tools. Information that was not previously available to most schools will now be accessible, and exploring new relationships among facts is now possible.

At the Minnesota Department of Education, we are piloting various online and CD-ROM systems. The information we learn from these pilots and the experiences of Minnesota educators will be published in a guide on using online communications in the curriculum. Hopefully, we will be ready to share this information with educators by fall 1987.

The challenge for all of us as educators and information specialists is to identify the most effective uses of these information tools. Where do they fit in our programs? How can their potential be fully used within our limited resources? Business is already using these tools and these search strategies which are the future skills our students will need.

FACULTY AND STAFF UPDATE

LRS faculty and staff members continue to show dedication to the media field. Over the past few months, these individuals have involved themselves in professional activities with an eye toward service.

At a technology in-service day in the Brainerd Public Schools, Steve Koyama, Dave Rydberg, and Virginia Sorensen gave presentations on creating film and video activities in the classroom, using Dialogue Database System, and accessing LRS'S on-line catalog system via modem, respectively.

Robert Hauptman has had an article published in Catholic Library World. Appearing in the January/February 1987 issue, it is titled "Mad Bombers and Ethical Librarians: A Dialogue with Robert Hauptman and John Swan."

Phyllis Lacroix gave the final report of the Governor's Advisory Committee on Technology in Education to the Senate Education Committee on March 2 at the State Capitol. The report involved important outcomes of the 1983 Technology and Education Improvement Act, as well as the committee's conclusions and recommendations for the next biennium.

John Berling and Dennis Fields went to the AECT conference in Atlanta Feb. 26-Mar. 1. Dennis gave a presentation on Fund for Improvement of Secondary Education (FIPSE).

Steve Koyama and Dennis Fields presented an overview of NSPI sessions attended in San Antonio to the Minnesota Chapter of NSPI at a meeting April 21st at Wilson Learning in Minneapolis.

Keith Ewing and Rich Josephson attended a Desk Top Publishing Workshop at Bemidji State University during the first week of March.

Lucy Supan represented the NASA/SCSU Teacher Resource Room at a meeting of Resource Room Directors at the NASA Lewis Research Center in Cleveland, OH April 27 & 28.

Phyllis Lacroix, Dennis Fields, and Steve Koyama attended the Indiana University Professors in Educational Technology Conference May 1-4.

Terri Gillitzer has been promoted to Clerk II and Debbie Josephson to Audiovisual Education Specialist. Pat Saurer has returned to LRS as Clerk Typist II and is assigned to reference and circulation. A library tech position has been allocated to LRS. Jean Malloy has a temporary appointment to that position.



CIM 1987 SUMMER SCHEDULE

FIRST SESSION

410-510	A Photography Tour of England (June 18-July 3)	1	Koyama	4-3	Arr.	Arr.
412-512	Television in Media	1	Polesak	4-3	6MW	CH-61
444	Internship in Media	1	Staff	1-4	Arr.	Arr.
445-545	Microcomputers in Classrooms and Media Centers	1	L. Ernst	4-3	7:30	CH-228
468	Media Materials and Methods of Instruction	1	L. Ernst	3	9:35	CH-125
473-573	Photography in Media	1	Staff	4-3	1:45	CH-125
477-577	Reference and Bibliography	1	Clarke	4-3	9:35	CH-134
478-578	Technical Processes I	1	Elsen	4-3	9:35	CH-126
495-595	Macintosh Desk-Top Publishing: An Introduction (June 8-9)	1	Josephson/Ewing	1	9:30	CH-70
495-595	Library-Use (Bibliographic) Instruction in the Media Center (June 10-11)	2	Ewing	1	9:30	CH-130
495-595	Databases for Educators (June 15-16)	3	Ewing/Josephson	1	9:30	CH-228
495-595	Using Media to promote Higher Order Thinking (June 15-16)	4	L. Ernst	1	9:30	CH-100
495-595	I'd Rather Read: Growing into Books (June 22-23)	51	Keable/Westby	1	9:30	AMC
495-595	Developing Interactive Video (June 22-23)	6	See/Doyle	1	9:30	CH-228
495-595	Microcomputer Based Circulation Systems (June 29-30)	7	L. Rotto	1	9:30	CH-228
495-595	Microcomputer Use in Acquisitions of Print and Nonprint Materials (July 1-2)	8	Lee	1	9:30	CH-228
495-595	Designing and Creating Learning Centers (July 6-7)	9	J. Rotto/Knoss	1	9:30	AC-Sauk/ Watab
603	Information Media: Theory, Research, and Practice (June 8-25)	1	Fields	3	11:40	CH-134
606	Organization & Supervision (June 8-25)	1	Lacroix	3	2:20	CH-134
644	Information Storage & Retrieval	1	Rydberg	3	11:40	CH-125
680	Internship in Media	1	Staff	2-12	Arr.	Arr.
681	Readings in Media	1	Lacroix	1-3	Arr.	Arr.
682	Research in Media	1	Staff	2-12	Arr.	Arr.
683	Seminar: Specialist Degree	1	Lacroix	1-4	Arr.	Arr.
683	Seminar: Acquisition and Mainten- ance of Equipment (July 8-9)	2	Jensen	1	9:30	CH-133
684	Field Study in Media	1	Staff	3-9	Arr.	Arr.

OFF CAMPUS

695	Selling Your Media Budget to Administrators (June 29-30)	J. Loss	1	9:30- 4:30	Anoka- Ramsey, Business & Techol- ogy RM101
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CIM 1987 SUMMER SCHEDULE

SECOND SESSION

444	Internship in Media	2 Staff	1-4	Arr.	Arr.
468	Media Materials and Methods of Instruction	2 Koyama	3	9:35	CH-125
471-571	Preparation of Media	1 Hill	4-3	7:30	CH-134
475-575	Administration of Media	1 Smelser	4-3	1:45	CH-125
476-576	Selection & Evaluation	1 Westby	4-3	9:35	CH-134
495-595	Overview of Bibliotherapy (July 13-14)	10 Hynes	1	9:30	CH-126
495-595	Learning Styles and Instructional Materials in the Classroom (July 27-28)	52 Fields	1	9:30	CH-100
608	Research Methods	1 Staff	3	11:40	CH-125
639	Reading, Listening, & Viewing Guidance	1 Busse	3	11:40	CH-134
646	Micro Software (July 13-30)	1 Stachowski	3	1:45	CH-228
658	Systems Design	1 Koyama	3	1:45	CH-134
680	Internship in Media	2 Staff	2-12	Arr.	Arr.
681	Readings in Media	2 Staff	1-3	Arr.	Arr.
682	Research in Media	2 STAFF	2-12	Arr.	Arr.

Advanced Registration is Friday, May 1, 1987 in the Atwood Ballroom

Fomer and currently enrolled students are strongly encouraged to take advantage of advance registration. Classes with low enrollement may be cancelled.

On-Campus Day & Evening Classes begin June 8, First term; July 13, Second term.

Graduation Deadline for Summer Quarter is Friday, June 19, 1987.
(Only one deadline date).

For Registration Information Contact:

Graduate Studies Office
Whitney House 202
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IM NEWS is published quarterly by CIM, St. Cloud State University, St. Cloud, MN 56301. Opinions expressed do not reflect an official position of SCSU administrators or faculty. Doreen Keable, Editor, Michael Reinholz, Assistant Editor.



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