


Winter 1987

# Information Media Newsletter Winter 1987

St. Cloud State University

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# EDUCATIONAL

# TECHNOLOGY--

# SOME CAUTIONS

# INFORMATION MEDIA NEWS

By Gilbert Valdez, Ph.D.  
Minnesota Department of Education

Discussions of technology are a far cry from those of four years ago. Then, those of us who were deeply involved with the use of technology in education had much of our attention focused on hardware and software development. At that time, so-called experts tried to convince us that programming and mathematical skills were the best use of computers. They stated hardware and software could not be used in non-sequential, multi-answer subject matter. But today, we know that hardware and software are not the most serious problems. In fact, we know that hardware and software have advanced faster than the training of educators to use them appropriately.



Also, and fortunately, their advance has been in different directions than so-called experts had originally insisted. Today we know that the most extensive use of computers are in language arts classes. Additionally, computers are used extensively in art and music courses. Further, our handicapped students benefit from the use of such technology. Indeed, computers have been found applicable and beneficial in many more learning environments than just math or science.

for students. In some small schools where no foreign language courses are available, students can now pick from three languages. And in schools where students had no access to advanced mathematics classes, they can now take calculus, trigonometry, and math analysis. All this in settings where students can see and talk with each other at the various districts.

Equally remarkable, few people, even four years ago, would have predicted that two way, full vision, full motion, full sound color television would allow so many students to share classes twenty and thirty miles apart. For instance, in Minnesota we now have ninety districts using distance technology to provide new learning opportunities

Truly, educational technology has opened learning opportunities for students of all ages. Education has moved to a new turning which offers great potential, but we must acknowledge that technology has great danger.

Ironically, because educators have been successful in our short-term technology goals, there is a greater tendency technology will be used to reduce the educational quality of our  
(continued on page 5)

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## THE DEAN'S CORNER

By John Berling

The Interactive Video Disc Review Center is taking shape at St. Cloud State University. It was established last year through the efforts of the Minnesota Videodisc Taskforce. It is a cooperative venture supported by MECC, the State Department of Education, the videodisc industry, and St. Cloud State University. The center will be housed in Centennial Hall and operate to fulfill the mission which follows: "The Interactive Videodisc Review Center (IVCR) has been established to collect and review available videodisc programs and to disseminate information about videodisc technology as it relates to the teaching/learning process. The IVCR will publicize videodisc technology within the educational community in the State of Minnesota and will support teacher training in the use of videodisc. It will facilitate the sharing of practical experiences in videodisc use and serve as a bibliographic control center for programs in this format."

School media professionals will want to use the IVCR to better understand this important technology. It seems to have merit for use in educational settings because it provides high quality visuals, rapid random access to any picture frame on the videodisc, computer

controllability, and low cost duplication. Therefore, because all these features are found on one medium, videodiscs require our special attention.

In order to assure you that expertise related to videodisc technology will exist within the Center for Information Media and Learning Resources Services, I have asked three individuals to attend a training session related to this medium. The training is available through the University of Nebraska and it reflects state-of-the-art information and instruction. By late spring the IVCR will have a significant collection of videodiscs, along with equipment and software to view and repurpose videodiscs. Add to that the expertise of the newly trained staff and you can see that an exciting new resource will be available to teachers. It is our hope that you will take advantage of the IVCR's offerings. Service hours and information on how to use the IVCR will be available in future issues of Information Media News as well as through brochures and fliers.

## CIM NEWS

By Phyllis Lacroix

Summer is fast approaching, and we at the Center for Information Media are busily putting together a package of workshops and courses that will be exciting and beneficial to you. We hope that you will take the time to look at the schedule included in this newsletter and make plans now to join us for a summer of professional growth.

Summer workshops include using computers for graphics as well as for management tools, developing interactive video, media and higher order thinking skills, designing learning centers, and developing budgets for a media center. The annual summer conference, "I'd Rather Read: Growing Into Books", will feature Zena Sutherland, editor of the Bulletin of the Center for Children's Books, on June 17th and two children's authors on June 18th. The

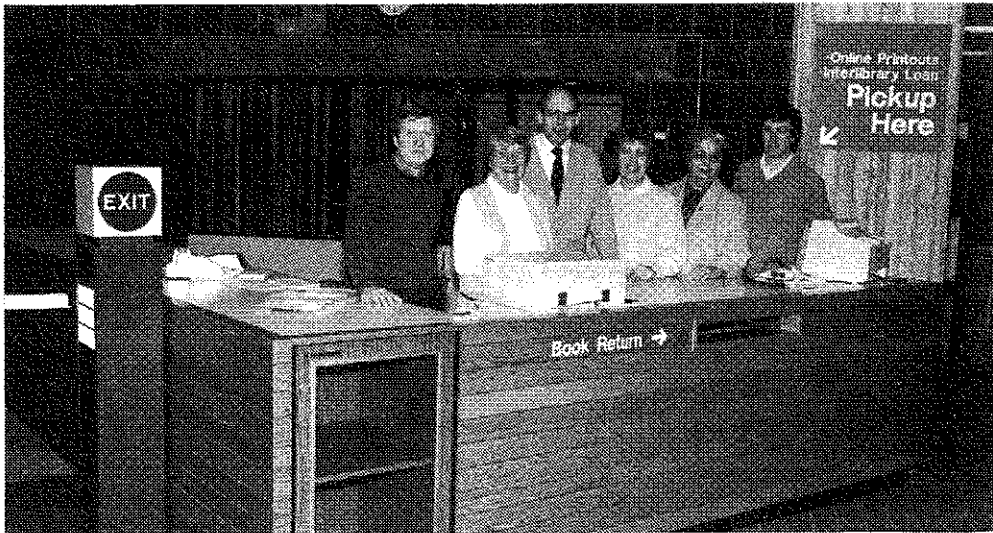
two-day summer conference may also be taken for one credit of study.

Bulletins for the summer will be available from the Graduate Studies Office located in Whitney House after March 1st. We encourage you to plan now and take advantage of the summer preregistration; it assures you of a seat in the course and that the course will not be cancelled due to low enrollment. Mail-in preregistration is accepted. The deadline is May 1st.

Dennis and Anne Fields will lead a trip to China June 25-July 12. Time will be spent in many different areas including exploring Shanghai and Beijing, touring the Stone Forest, and cruising the Li River. Tokyo and Hong Kong will also be included as well. Given the vast cultural differences of the orient, this trip promises to be a rare opportunity. Contact Dennis at (612) 255-2022 for additional information.

Steve Koyama and Ron Schmid have prepared a photography tour of England from June 18 to July 3. They will lead photo buffs and other interested travelers on a trip starting with Stonehenge, continuing with scenic sites of the Cotswold, including the Georgian city of Bath, then proceeding to the Lake District, inspiration of the Romantic Poets. Several days will be spent at Alnwick, roaming seaside villages and formal gardens, and exploring historic ruins or castles. Modern London will be toured as well. There are sixteen days planned to experience one of the most photogenic countries in the world. Contact Steve at (612) 255-4774, or Ron at (612) 255-4761, if you are interested in the trip.

We look forward to seeing you this summer. If you do not plan to enroll in a class, stop in and see us anyway. We are always happy to visit with our students and hope that you will keep in touch. Comments regarding these workshops or ideas about proposed sessions are welcomed. Contact CIM anytime.



Entrance/Exit Committee, (left to right): Randy Evans, Virginia Sorensen, David Rydberg, Joan O'Driscoll, Virginia Blaske, Keith Ewing.

## NEW ENTRANCE/EXIT AREA CREATED

By Dave Rydberg

The main lobby area on the first floor of Learning Resources Services has a new look. Over the holiday break, the counter area was re-arranged and the traffic pattern changed.

For quite some time it was apparent that the person watching the exit could not observe most of the activity in the area, and that functions were being added to the main desk for which there was no room. Interlibrary loans, equipment returns, and the new automated circulation system added to the work load.

Traffic patterns had also become problematic. Patrons entered on the left and exited on the right. Just opposite of what most people are accustomed to. The old arrangement also required clientele leaving LRS to cross the line of people coming in.

To solve most of these difficulties, the counter was moved to one side of the lobby, with the result that traffic patterns changed so patrons now enter on the right and exit on the left. Further, this arrangement allows more work room, check-out and return of material, renewal of

material, and an information kiosk. Employees in the area can also observe the entire lobby area from behind the counter.

LRS will continue to improve services offered to clientele; indeed, our commitment to excellence is constant.

## THOUGHTS ON ADJUSTING TO A NEW CULTURE

By Tsai Ben Hong

September 1, 1986 was a big day in my life. After a 24 hour journey from China, I had arrived to begin my graduate studies at LRS.

Coming into a culture so very different from my own, and entering a field so totally strange and new, were more than enough to make me a little nervous. However, adjusting to both the St. Cloud area and graduate school has been easy with the kindness and assistance offered me.

To make it possible for me to attend school at SCSU, LRS designed a special program that allowed me to reside with faculty. This enabled me to meet friends, explore the community, and to feel at home. Also, my classmates have assisted me in understanding the language so that I can more fully communicate with

residents of St. Cloud. I have enjoyed myself and feel very comfortable.

The people at LRS are so nice that pursuit of my degree is proceeding smoothly. During my initial visit in January of 86, a program of study was designed and a tour of the facilities arranged. My professors provide excellent instruction and their coursework is preparing me for the information media field. And LRS staff members help me utilize resources to enhance my studies. It is ensuring to know I can always ask questions and talk to people.

I was a bit anxious when I made application for graduate studies in 1985 and upon my arrival. But four months in St. Cloud and at LRS have convinced me that such feelings were not necessary.

## GRADUATE GRAPEVINE

1987 will prove rewarding for these LRS graduates. Experience during master's degree programs and knowledge obtained through work has led to their achieving professional goals.

Jan Nash has departed Land 'O Lakes and is now employed with the Training Partners division of Alco Beverages in St. Paul, MN. Her responsibilities include instructional design and working as a sales training consultant.

Barb Sharer has secured a position with Inter-Graph in Huntsville, AL. Barb's tasks focus upon instructional design and creating computer graphics. She reports that Huntsville is a "booming town" and to call her at (205) 461-8627 for information.

Paul Karlsson is now the membership chair of the Minnesota chapter of the National Society for Performance & Instruction (NSPI); John Egnell is chair of NSPI's Professional Development Committee; and Bobbie Leitzke heads the NSPI program committee.



LRS Graduate Club members (left to right) Michael Reinholtz, Lois Soltis-Legg, Renee Rude, and Tsai Ben Hong, meet with Tom Moore (seated), President of St. Cloud's Chamber of Commerce.

## GRADUATE STUDENT CLUB ORGANIZES

By Lois Soltis-Legg

The LRS Graduate Student Club has re-formed after a two year period of inactivity. Purposes of the organization will be to: promote participant knowledge of the broad field of educational media; stimulate interest in Public/Academic Libraries, School Media Centers, and Business Training Centers; and engage in research/discussion of issues relating to media resources and programs.

During the month of January the club held two meetings which addressed interesting topics. On the 14th, Tom Moore of the St. Cloud Chamber of Commerce spoke to the club on the relationship between business concerns and training needs. And on the 28th, Dr. Steven Koyama, Associate Professor in the Center for Information Media, LRS, discussed post-master's degree educational programs for graduates of tracks I, II, & III.

The club meets at 5pm every second and fourth Wednesday of each month in Atwood Memorial Center, SCSU. Please contact the information desk at AMC for room assignment.

We welcome all LRS graduate students and look forward to rewarding experiences as we share our knowledge and insights. For information, please call me at (612) 255-4765.

## New Circulation System Is An Asset to Patrons

By Mary Nagel

The circulation section of LRS has introduced a new version of an old service. An online circulation system, fully integrated with the online catalog (PALS), has replaced a cumbersome manual circulation system and is well on the way to providing innovative and reliable services to LRS clientele.

The online circulation system is designed to increase the speed and accuracy of circulating library materials; improve the efficiency of processing overdues, holds on materials, and reserves; allow management of specialized collections such as new books and theses; offer better control of circulation statistics; and provide a means to maintain confidentiality of patron data. The system vastly streamlines clerical tasks by eliminating manual elements of circulation such as book cards, card files, and handwritten overdue notices.

The key communication link between library material and patron records is in the application of a series of 14 digit numbers called barcodes. A unique barcode is assigned to each circulating item via the Online Catalog. When prompted, the

circulation system activates a unique barcode number to each library user. The system, in making a transaction, links item barcode to patron barcode establishing a one-to-one relationship between both records. However, a transaction is prevented if the system determines that a patron has fines, an inactive ID number, a maximum number of items out, or has a hold or recall pending.

Integrating this new system into the day-to-day activities of the circulation services personnel has proved to be a challenge. 45 work-study students, one library technician, and one section supervisor learned the system's operation on-the-spot. Keeping track of system commands and procedures has at times delayed service and management functions. But, as confusion is replaced by routine, coupled with experience, such difficulties are being solved and confidence with the system is increasing.

New services from the system can be extremely beneficial to LRS patrons. Availability and status of an item is performed by calling the piece's number on the Catalog Online. Also, materials may be placed on hold if they are currently checked out. Further, patrons have access to their charge records and can obtain information concerning number of items out, due date, hold status, and fines.

As time passes the interface between staff and the online circulation system will improve. And as a result, LRS clientele can discover the added advantages offered to them by the new circulation system.

## In Memory To John Frank

Learning Resources Services and the Center for Information Media would like to take this opportunity to offer their condolences to the family and friends of John Frank, a graduate who passed away last summer.

He will be missed.





(Valdez, continued from page 1) education system and lessen learning opportunities for students. While we celebrate the positive aspects of technology, we must admit there is a negative side to this force.

What are some of these turning points in education which have the greatest dangers and benefits for the use of technology in schools? Certainly one is that those of us who possess much knowledge of technology may become arrogant and rigid concerning its role. Quality research is emerging but we cannot assume that we have final answers to any of the complexities associated with educating people.

We must not allow our technology plans to be cast in concrete. We cannot allow our attachments or investments in technologies to become obstacles to appropriate change in education. Too quickly we could fall into traps where our desire for certified slots called computer coordinators, telecommunications specialists, and a variety of other titles could make us more concerned with maintaining our positions than meeting the emerging educational needs of our students. At this turning point in education, we must help every educator be competent in the use of educational technologies and to feel that these tools are theirs regardless of their content area. We cannot allow our knowledge to go unshared because the tasks and responsibilities facing us are too great to be the concern of a few students. Most of all, we must prepare students to function in an emerging world with different ground rules than we ourselves have experienced.

A second significant danger is that increased use of technology could make us forget that the purpose of education is assist students become competent in learning and thinking. Computers, video discs, and CDROMS have marvelous capacities to store, monitor, manage, and present detailed and trivalized data. If our use of these technologies is to force students to memorize and repli-

cate more unrelated and lower level answers than they are already must, then we need to pull the plugs on all those machines until we regain our senses.

We have the opportunity to use these powerful storage technologies to allow students to pursue their unique interests even as they meet district curriculum objectives. We can help our students learn to use sophisticated information retrieval techniques and technologies to research and create new information and solve real problems. We can use these technologies to help students understand that information need not be something dead that comes alive only in pre-determined little details in unchangeable pages in books but is instead alive and able to provide new interpretation and new applications when put in new combinations and correlations.

### CIM OFFERS NEW COURSE

In a continuing effort to provide quality instruction, the Center for Information Media announces the addition of a course entitled "The Art & History of Book Production".

Created and designed by Dr. Robert Hauptman, Assistant Professor, Learning Resources Services, the class is scheduled for Spring Quarter on Thursdays from 6-9 PM.

Emphasis will be on the place of the written and printed word in general culture, history, literature, art, and librarianship. Specific content includes writing systems, manuscripts, printing, typography, rare books, collections, orality versus literacy, and the dissemination of knowledge via printing.

Registration is open for upper division undergraduate and graduate students. Contact Dr. Hauptman at LRS room 220 or 255-4822 for more information about IM 461/561.

## SUMMER SESSION 87 Workshops, Short Courses and Evening Courses

### FIRST SESSION

#### WORKSHOPS

##### IM 410-510 PHOTOGRAPHIC TOUR OF ENGLAND

-The tour will allow participants to observe and photograph numerous sites throughout England. Black and white and color photography will be facilitated so that the characteristics of both mediums in communicating information will be examined.

-June 18-July 3, 4-3 credits, Steve Koyama instructor.

##### IM 495-595 MACINTOSH DESK TOP PUBLISHING: AN INTRODUCTION

-Introduction to the ideas and principles of desk top publishing, including lay-out and composition; evaluation and use of software packages for Macintosh Desk-Top publishing, including Macpublisher, Ready-Set-Go, and Aldus Page Maker. Course is designed for people with little or no experience in desk-top publishing, but some familiarity with the Macintosh computer. A discussion of desk-top publishing software for the IBM and Apple II will also be a part of the course, although hands-on experience will be limited to the Macintosh and Apple Laser Printer.

-June 8-9, 1 credit, Rich Josephson and Keith Ewing instructors.

##### IM 495-595 LIBRARY USE (BIBLIOGRAPHIC) INSTRUCTION IN THE MEDIA CENTER

-Theory, principles, methods and practice of library use (bibliographic instruction) in a school media center environment; directed at librarians in secondary media centers.

-June 10-11, 1 credit, Keith Ewing instructor.

##### IM 495-595 DATA BASES FOR EDUCATORS

-Access to and use of computer bibliographic and numeric data files on DIALOG and BRS of use and interest to public school educators; special attention to ERIC files and resources and noneducational data files of interest to educators.

-June 15-16, 1 credit, Keith Ewing and Rich Josephson instructors.

(continued on page 6)



(summer session, continued from page 5)

**IM 495-595 USING MEDIA TO PROMOTE HIGHER ORDER THINKING**

-This workshop will outline principles involved in teaching the skills of critical and creative thinking. Use of media to enhance these higher order skills will be demonstrated. Participants will show an understanding of these skills by completing group projects demonstrating use of media to promote higher order thinking.

-June 15-16, 1 credit, Linda Ernst instructor.

**IM 495-595 I'D RATHER READ: GROWING INTO BOOKS**

-Author, book reviewer, and journal editor, Zena Sutherland will highlight day 1 with her expertise on bringing books and children together. Day 2 will feature authors and publishers of books as they discuss children and books from their points of view as well as motivational techniques to use books creatively in an educational setting.

-June 17-18, 1 credit, (special workshop fee will be assessed), Doreen Keable and Jerry Westby instructors.

**IM 495-595 DEVELOPING INTERACTIVE VIDEO**

-An examination of state-of-the-art interactive video programming, with emphasis on designing instructional materials for interactive video.

-June 22-23, 1 credit, John See and Brien Doyle instructors.

**IM 495-595 MICROCOMPUTER BASED CIRCULATION SYSTEMS**

-An orientation to the theory, design, and selection of microcomputer based circulation systems for libraries and media centers. Currently available systems will be surveyed and several demonstrated for analysis by course participants.

-June 29-30, 1 credit, Luther Rotto instructor.

**IM 495-595 MICROCOMPUTER USE IN ACQUISITIONS OF PRINT AND NONPRINT MATERIALS**

-Design and use of acquisitions programs for a media center or small library using IBM and Apple microcomputers. Acquisitions processes in verifying, storing, and filing bibliographic data, and ordering and receiving materials will be explored.

-June 1-2, 1 credit, Dae Choon Lee instructor.

**IM 495-595 DESIGNING AND CREATING LEARNING CENTERS**

-Creative activities for integrating learning centers into elementary curriculum.

Participants will be able to design and create centers during the workshop.

-July 6-7, 1 credit, Judy Rotto Barb Knoss instructors.

**IM 695 SELLING YOUR MEDIA BUDGET TO ADMINISTRATORS**

-Methods of developing a budget for school media centers and selling it to the administrators.

-June 29-30, 1 credit, Lawrence Smelser instructor.

**OFFERED IN METRO AREA SHORT COURSES**

**IM 603 INFORMATION MEDIA: THEORY, RESEARCH AND PRACTICE**

-Overview of the nature, forms, and uses of information media. Survey of emphasis areas within the Information Media field examined from the perspective of recent research and influential theories. Introduction to professional literature, organizations, and opportunities.

-June 8-25 (1140-1405), 3 credits, Dennis Fields instructor.

**IM 606 ORGANIZATION AND SUPERVISION OF MEDIA**

-An introductory survey of the various factors of organization and supervision of media resources in libraries and audiovisual centers.

-June 8-25 (1420-1645), 3 credits, Phyllis Lacroix instructor.

**IM 683 SEMINAR: ACQUISITION AND MAINTENANCE OF EQUIPMENT**

-A seminar providing practical information on acquisition of audiovisual equipment and simple maintenance problems.

-July 8-9, 1 credit, Harlan Jensen instructor.

**EVENING COURSES**

**IM 412-512 TELEVISION IN MEDIA**

-The operation and use of television in the instructional program.

-4-3 credits (1800 MW), Fred Polesak instructor.

**SECOND SESSION**

**WORKSHOPS**

**IM 495-595 OVERVIEW OF BIBLIOTHERAPY**

-To provide an understanding of bibliotherapy to help teachers, library/media professionals, counselors, and others in the helping professions to better understand the effectiveness of literature to promote growth and healing.

-July 13-14, 1 credit, Sr. Arleen Hynes instructor.

**IM 495-595 LEARNING STYLES AND INSTRUCTIONAL MATERIALS IN THE CLASSROOM**

-This workshop will familiarize media specialists and teachers with several methods of identifying learning styles (primarily the Bernice McCarthy 4 Mat System) and relate this information to selecting utilizing instructional materials.

-July 27-28, 1 credit (special workshop fee will be assessed), Dennis Fields instructor.

**SHORT COURSES**

**IM 646 MICRO SOFTWARE**

-Selection, evaluation, and processing of microcomputer programs and documentation; sources, techniques, and media center management of software.

-July 13-30 (1345-1610), 3 credits, Tom Stachowski instructor.

**Advanced registration is Friday, May 1, 1987.**

-Former and currently enrolled students are strongly encouraged to take advantage of advanced registration. Classes with low enrollment may be canceled.

**On Campus Day and Evening Classes Begin June 8 for first term and July 13 for second term.**

**Graduation Application Deadline for Summer Quarter is June 19, 1987 (only one deadline date)**

**For Registration Information**  
Graduate Studies Office, (612)  
255-2113, Whitney House 202, SCSU, St. Cloud, MN 56301



## CIM 1987 SPRING SCHEDULE

104	Introduction to Learning Resources	1 Lacroix	2	11TR	CH-130
		2 Blaske	2	6T	CH-130
	(Business Emphasis)	3 Clarke	2	2TR	CH-130
	(Closed Section)	4 Sorensen	2	9MW	CH-130
412-512	Television in Media	1 Polesak	4-3	6T	CH-61
436-536	Business and Information Sources	1 Clarke/Ewing	3	6W	CH-126
444	Internship in Media	1 Keable	1-4	ARR.	ARR.
445-545	Microcomputers in Classrooms and Media Centers	1 Keable	4-3	6R	CH-228
461-561	The Art & History of Book	1 Hauptman	4-3	6R	CH-130
468	Media Materials and Methods of Instruction	1 Lacroix	3	9MWRF	CH-125
		2 Lacroix	3	10MWRF	CH-125
		3 Williams	3	11MTRF	CH-134
		4 Hill	3	12MTR	CH-125
		5 Jensen	3	1MTWF	CH-134
		6 Busse	3	6M	CH-125
		7 Savage	3	6T	CH-125
469	Training and Media Management	1 Koyama	4	11MTRF	CH-126
471-571	Preparation of Media	1 Josephson/Ewing	4-3	6R	CH-125
473-573	Photography in Media	1 Koyama	4-3	6W	CH-125
475-575	Administration of Media	1 Smelser	4-3	6M	CH-134
478-578	Technical Processes	1 Hedin	4-3	6R	CH-126
483-583	Color Slide Presentation	1 Nelson	4-3	6T	CH-134
493-593	Black & White Photography	1 Nelson	4-3	6W	CH-134
644	Information Storage and Retrieval	1 Josephson/Ewing	3	6T	CH-126
646	Micro Software	1 Keable	3	6T	CH-228
658	Systems Design	1 Fields	3	6R	CH-134
675	Organization Training and Media Management	1 Hill	3	6M	CH-126
680	Internship	1 Koyama	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.
684	Field Study in Media	1 Staff	3-9	ARR.	ARR.

### OFF CAMPUS COURSES

512	Television in Media, (Northern Lights, March 13,14,27,28, April 10,11)	Polesak	3	F&S	Fosston
512	Television in Media	Doyle/See	3	M	Brooklyn Park
577	Reference & Bibliography	Hauptman	3	6T	Anoka-Ramsey
606	Organization & Supervision (Northern Lights, March 13,14,27,28, April 10,11)	Smelser	3	F&S	Fergus Falls
606	Organization & Supervision	Smelser	3	6W	Anoka-Ramsey
683	Seminar: Composition of Research Simplified	Holton	2	???	Coon Rapids
683	Seminar: Role of Public Library in Society	Rotto/Nagel	4-3	???	Off-Campus



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online



**INFORMATION  
MEDIA  
NEWS**

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