

EBSS Newsletter

Fall 2004

Volume 19, No. 2

ISSN 0887-5189

Pedagogy and the Online Learner



Michael Newlin



Maria Lavooy



Jerilyn Veldoff

Lee LaFleur and Mary Jane Brustman

The title of this year's ALA Annual EBSS Program in Orlando was "Pedagogy and the Online Learner", a topic which focused on methods for the design and delivery of web-based instruction. Through the creation of online tutorials, learning-modules and credit courses, librarians are increasingly becoming involved in this rapidly growing arena.

Program speakers included Professors **Michael Newlin** and **Maria Lavooy** from the University of Central Florida, and **Jerilyn Veldoff**, Director of Undergraduate Admissions from the University of Minnesota Libraries. Both presentations covered a range of issues related to online instruction, from web-design and navigation to course and content structure. **Newlin** and **Lavooy** provided a professor's perspective and shared their personal experiences of teaching courses online. **Veldoff** focused on guidelines for design, and assessment, and showed examples of current applications.

The Program Planning Committee collected 55 evaluations from the approximately 218 attendees. Overall, 96% of these participants felt that their time at the session



Dr. Laurene Zaporozhetz (center), Trudy Lindsey (left), and Charley Thurston (right)

was well spent. The following percentages indicate the number of people who found various aspects of the presentation to be "outstanding" or "very good":

- choice of speakers (78%)
- appropriateness of subject (94%)
- appropriate level of presentation (78%)
- program well organized and clear (65%)
- and speakers well-qualified (87%)

Attendees remarked that the overall program was excellent, timely, and relevant. Advice for the next program committee: start on time no matter what and provide more chairs!

EBSS Distinguished Librarian Award

Doug Cook

For the first time, the EBSS Distinguished Librarian Award was accompanied by remuneration as well as accolades. **Trudy Lindsey**, representing John Wiley & Sons graciously awarded a check for \$1,000 to 2004's Distinguished Librarian- **Dr. Laurene Zaporozhetz**. **Dr. Z.** Is currently the Dean of Libraries at Murray State University in Kentucky. When she began working at MSU, their Provost

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A Publication of the Education and Behavioral Sciences Section of the Association of College and Research Libraries, a Division of the American Library Association

Visit the EBSS website at <http://www.acrl.org/ebss>

From the Chair



Judy Walker, EBSS Chair

Normally, the EBSS Chair is expected to write a few paragraphs about how wonderful EBSS is and about all the fantastic things everyone is doing. But you will read all about that in other parts of the *Newsletter*. So I am going to deviate from the traditional Chair's column and talk a little about NCATE accreditation. I realize this does not apply to everyone reading this newsletter but it is a topic that comes up often at conferences. Every fall we usually get one or two inquiries about it on EBSS-L.

First, as a little background, in the summer of 2003 I was appointed by ALA to the NCATE Board of Examiners. I went to a week long training program which was very rigorous. I was not able to take an assignment last spring but will be a part of my first accreditation team in several weeks. I look forward to that experience with both fear and excitement. I know I will learn a lot from the team visit.

Over my 22 years as a curriculum/education librarian I have participated in four accreditation reviews. In some ways I owe my job to NCATE accreditation because it tends to put the fear of God in the hearts of administrators. In the late nineties, NCATE moved from a quantitative analysis to a performance-based assessment of programs. This shift has impacted how libraries should respond when a college or department of education requests information for the accreditation team.

Before you provide your college/department with any information you should do two things. First, look at the NCATE standards again and then ask the college/department for a copy of their Conceptual Framework. Since NCATE is now a performance-based assessment, the Conceptual Framework describes the unit's mission, goals, and philosophy, plus the characteristics of the professionals who graduate from the institution. This is important because all the supporting documentation an institution provides in its institutional report now needs to be tied to this document. As an examiner I read the institution's Conceptual Framework and their report. I compare those documents to the NCATE standards and

then look for at least two (preferably three) pieces of evidence in supporting documents (or from interviews) that indicate the institution is actually doing what it says it is doing.

If I am assigned to assess "Standard 6: Governance and Resources," (the one most libraries focus on) I will not only be looking for budget numbers and volume counts but also for an explanation of why and/or how these numbers support the institution's Conceptual Framework. A library should provide more than just spreadsheets. They should explain how the figures compare to other department/college allocations, how the budget figures are allocated and why they believe the numbers support the college/department of education's goals and mission. The spreadsheets and library explanation, however, are only one piece of evidence. As an examiner I will ask students and faculty about library resources. If they agree with the evidence the library has presented, then that is great; if not then there is a problem. I will need to gather 2-3 different pieces of evidence which indicate that the library is meeting the standard.

Education librarians preparing for an NCATE visit should also

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EBSS Newsletter (ISSN 0887-5189) published twice yearly by the Education and Behavioral Sciences Section of the Association of College and Research Libraries, a division of the American Library Association, 50 East Huron Street, Chicago, IL, 60611. Members of the EBSS, ALA-ACRL receive the EBSS Newsletter as a perquisite of current membership. Phone: 800-545-2433 ext. 2516 American Library Association.

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Judy Walker



EBSS Membership Meeting

Chair

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be aware that Standard 6 is not the only standard upon which library services and resources have an impact. Library instruction services are important to "Standard 1: Candidate Knowledge, Skills and Dispositions". And resources and services are important to faculty performance and development which is a part of Standard 5.

I realize I have only scratched the surface of NCATE accreditation in these few paragraphs. But I thought it would be helpful to know how an examiner uses the information you provide for an accreditation visit. My institution is preparing for a visit next fall and I will be writing supporting materials for the institutional report. When I get it finished, it will be posted on the web. I will let folks know via EBSS-L when it is available. I would also be willing to talk to anyone who has any questions about the process, especially those of you who are going through it for the first time.

I know that you will enjoy reading about EBSS in this newsletter.

Annual Program in Chicago

Kevin Barry

Empirical Desires, Realized Dreams: Quantitative and Qualitative Research and its Impact on Libraries.

One reason for the spirited debate over the quality of education in the United States is a perceived lack of solid evidence on "what works" to improve how students learn. To address this issue, a growing number of researchers, policy-makers, and citizens who participate in decision-making about education are calling for innovation and improvement in education research, and many are calling for an increased use of experimental and quasi-experimental research designs and careful data analysis.

For its 2005 annual program, EBSS has invited four panelists to discuss trends in qualitative and quantitative research in education, how these trends are impacting the field, and what librarians must know to be effective in the era of "No Child Left Behind." The four participants are: **Dr. Aimee Howley**, professor and coordinator of the Educational Administration program at Ohio University; **Dr. Lisa Markman**, Associate Director of Princeton University's Education Research Section, **Dr. Craig Howley**, Adjunct Associate Professor in the Education Studies Department of Ohio University and Co-Director of the

ACCLAIM Research Initiative, and **Harrison Dekker**, Coordinator of Data Services for the Doe/Moffitt Libraries at UC Berkeley, a member of the California Digital Library's Counting California team and co-chair of Library and Information Technology Association's Internet Portals Interest Group.

EBSS is fortunate to find four panelists with such diverse work experiences and who also pursue their interests with real passion and deep commitment. For instance, **Aimee** characterizes herself as a "worrier." She worries not only about the issues that confront schools in rural communities, but she also worries about the project of research itself. Her propensity to worry prompted her to accept leadership positions in school districts and universities. Recent changes in the way education policy makers are construing research represent a "new source of worry" for her. **Lisa** is an applied developmental psychologist who is sensitive to the specialized challenges that confront urban schools. Before working for Princeton, she was a youth center director in the Bronx and a teacher for the New York City public Schools. **Craig** is

past director of a defunct ERIC clearinghouse and now serves as one of the content experts for the New ERIC. He believes that "researchers should not only discover the facts but interpret them, and not only interpret them, but help others change the world as a result." **Harrison** is the proud father of a five-year old son who is just being introduced to the world of school systems. **Harrison** is also a world-class rock climber which is almost as daunting as dealing with the demands of acquiring and managing confidential data for researchers.

More details regarding the time and place of the panel discussion will be announced later.



F.A.O. Schwartz along I-Drive near the Convention Center

Award

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Laurene Zaporozhetz

lauded her by saying, "She brings the combination of a solid research background coupled with a record of successful implementations of user focused library programs and services."

Laurene has had a long record of service with EBSS. Among other offices, she has served as Section Chair and as Chair of the Distinguished Librarian Committee.

Charley Thurston, Chair of the 2004 committee presented **Laurene** with a certificate on July 26, 2004 at the EBSS Annual Program. **Charley** aptly praised **Laurene** by sharing, "I wonder whether I would be standing here this afternoon if it were not for the EBSS leadership of **Laurene**." **Dr. Z.** responded by crediting her involvement in the Section because EBSS librarians "deal with the information that helps individuals... deal with the struggles of daily living..."



The World Famous Ducks at the Peabody Hotel paraded through the lobby every evening. What amuses us at conferences is amazing.

EBSS Midwinter Discussions

The tentative schedule for the Midwinter Discussion Groups is:

1:00-2:30

- Supporting the interdisciplinary nature of teaching and research in psychology, **Lorna Lueck.**

- Marketing CMC services and resources, **Jennifer Fabbi.**
- Observing the academy: Librarians studying higher education, **Scott Walter.**

2:30-4:00

- What is a publica-

Deborah Schaeffer Penny Beile

tion? **Marcia Keyser.**

- Teacher education assessment initiatives and how we can support them, **Jo Ann Carr.**
- Evidence-based practice, **Brian Quinn.**

Subscribe to EBSS-L Beth Broyles

Go to <http://www.acrl.org/ebss/listserv.htm> for information about EBSS-L.

Do you subscribe to EBSS-L - the Section listserv? Maybe you should. Less than half of the Education and Behavioral Sciences Section members are taking advantage of this valuable resource.

Here are the top ten reasons to subscribe to EBSS-L.

10. Learn about online seminars and other instructional activities.

9. Find out about free

stuff other libraries are giving away.

8. Locate a good home for your excess materials.

7. Get answers for your Education and Behavioral Science reference stumpers.

6. Amaze your friends by answering someone else's reference stumpers.

5. Learn about job openings in the field.

4. Get announce-

ments about other conferences of interest.

3. Get announcements about section business and activities.

2. Joining is easy.

And the #1 reason to subscribe to EBSS-L

1. Get news and information in the fields of Education and Behavioral Sciences that can help you with your work, and isn't that why you joined the section in the first place.

Joining is EASY — Just send the email message, "Subscribe EBSS-L your name" to <listserv @ listserv.uncc.edu>

Tu Tu Tango

Melissa Cast

Fun and camaraderie were to be found at the EBSS Social Hour held on Saturday of the Annual Conference in Orlando. Tu Tu Tango's artistic atmosphere, beautiful beverages, and amazing appetizers provided the setting and sustenance for new and longtime members to mingle and share conference stories. Such devastating delights as Pan Blackened Green Beans and Flash Fried Cabbage Cakes set the stage for an excellent time together. Many of the Social Hour partakers had just attended the EBSS program *Pedagogy and the Online Learner*.

The EBSS Social Hour is regularly scheduled every ALA Midwinter Meeting and Annual Conference on Saturdays at 4:30 p.m. Watch EBSS-L for information about the upcoming 2005 ALA Midwinter Meeting gathering.



Greg Goessman decides what to drink next

High School Digital Resources Web Page at Bama

Helga Visscher

The University of Alabama launched an aggressive plan to increase undergraduate enrollment and is working hard to make itself better known to prospective students. The UA Libraries support efforts to increase enrollment. In March 2004 the Education Librarians put up a web page that would help students in their preparation for college, and encourage them to consider the University of Alabama.

The resulting Web Page <<http://highschool.lib.ua.edu>> offers a selection of web resources that are useful for homework assignments. In September, 2004, the University of Alabama Admissions office sent postcards featuring this website to high school counselors.

Jim Blansett, Nancy DuPree, Benita Strnad, Helga Visscher and Barbara Dahlbach evaluated many 'homework help' types of websites. As the web site continues, we plan to evaluate the use of the web site through focus groups, usage counts and surveys.

ACRL Board of Directors to Vote on Dues Increase

David M. Connolly, ACRL Administrative Assistant

At the June 2004 Annual Meeting, the ACRL Board of Directors passed a resolution to consider a dues increase for certain categories of ACRL membership.

A variety of factors contributed to the development of the resolution, including the following.

Although the "cost of doing business" has risen steadily over the past 15 years, ACRL has not raised member dues since 1991.

Advertising revenue from ACRL publications has decreased over the past few years and is not projected to rebound in the foreseeable future.

Development of new programs and services that add value to membership will require funding.

After reviewing several options, the Budget and Finance Committee determined that a dues increase would be the best funding mechanism to provide the necessary capital to sustain ACRL's quality programming.

The proposed dues increase for personal members of ACRL is \$20, bringing annual dues to \$55. Student and retiree members will experience no dues increase at pre-

sent. The Board plans to vote on adopting the resolution at its Midwinter Meeting in January. If the motion passes, a ballot to approve the dues increase will be distributed to all members in the spring of 2005.

The Board of Directors would like to hear from you as they consider this important decision. The first Board meeting at the Midwinter Meeting will include a 30-minute question and answer session in which we encourage you to participate. You may also contact individual board members (see the roster on the Web at <<http://www.ala.org/acrl>>, click on "About ACRL," then "ACRL Board of Directors," and "ACRL Board of Directors Roster") at your convenience to share your comments, questions, and ideas.

Thank you for your attention to this important matter and for your continued support of ACRL.

2005 Ballot

Vice-Chair
Lori Mestre
Lisa Romero

Secretary
Sharon Naylor
Helga Visscher

Member-at-Large
Mary Jane Brustman
Melissa Cast

News from EBSS Members

Keep up with your EBSS colleagues by reading this column.

Take a Bow. Or Encourage Someone Else To!

Trevor Dawes

The 2005 ACRL Excellence in Academic Libraries Award nominations and applications are due December 3! This award annually celebrates academic libraries that are outstanding in furthering the educational mission of their institutions. \$3,000 for each type-of-library award (college, community college, and university) will be presented by Blackwell's Book Services.

We need your help to identify libraries that are deserving of this prestigious award. The ACRL Excellence in Academic Libraries Award committee is currently accepting applications and nominations for all three awards, and the deadline is December 3, 2004.

Please visit the ACRL Awards website - <<http://www.acrl.org/ala/acrl/acrlawards/excellenceacademic.htm>>, or contact **Trevor Dawes** Nominating Committee Chair
tdawes@Princeton.EDU

Ann Brownson from Eastern Illinois University and **Roslyn Wylie** from Illinois State have presented a program at the Illinois Library Association Annual Conference entitled "What are those kids doing here? Serving Children in Academic Libraries". The program discussed how academic libraries with curriculum and juvenile collections can serve the state's children better through various outreach programs. As part of the session, an open discussion encouraged academic, school, and public librarians to develop ideas that will utilize the resources in academic libraries by children and their teachers.

aebrownson@eiu.edu

Elaine Gass Hirsch has been researching the history of juvenile literature written on the Lewis and Clark Expedition. She recently published an article entitled "The Corps of Discovery for Children" in the Spring 2004 issue of *Oregon Humanities Journal*. It overviews the literature and then ad-

resses how Lewis and Clark have been presented to children over the years. Her presentation on this topic, entitled "Exploring Lewis and Clark through Children's Literature," will be available through the Oregon Council for the Humanities' Chautauqua program through August 2007. elaineg@lclark.edu

Sharon Gray Weiner authored the following article: "Leadership of Academic Libraries: A Literature Review." *Education Libraries* Winter 2003, 26(2):5-19.

Sharon also wrote that the renovation of Peabody Library at Vanderbilt University is nearing completion. The Library serves 1,700 students and 130 faculty of the College of Education and Human Development. The library building was originally constructed in 1919 with a grant from the Carnegie Corporation. Its impressive architecture was highlighted with a recent renovation that is almost complete. Paint, carpeting, new furniture, and better space utilization

resulted in two beautiful reading rooms, a Learning Commons, study rooms, a Curriculum Materials Center, a Youth Collection, and a Curriculum Design Studio. A brick terrace and sculpture garden were added. The library cafe is managed by a local French bistro and provides excellent food and an inviting environment for meeting, collaborating, or sharing a simple meal. As is typical with renovation projects gate count and services increased as a result.

s.weiner@vanderbilt.edu

Doug Cook reported that the book *The Collaborative Imperative* edited by **Dane Ward** and **Dick Raspa** - a 2000 product of the EBSS Instructors for Educators Committee - was quoted twice in the latest issue of *College and Research Libraries* on page 335 of the article "Toward a new venture: Building partnerships with faculty" by Ducas and Michaud-Oystryk.

dlcook@ship.edu



Downtown Disney Dragon



EPCOT Center

Committee Highlights, Orlando

Complete Committee Highlights are on the EBSS web site.

Communication Studies

Lisa Romero

The committee discussed the web site, giving feedback to Webmaster Jessica Albano. The group worked on Criteria for Pathfinders page and discussed the second round of web assignments.

Conference Program Planning 2004

Mary Jane Brustman

The Committee worked on final details for the Annual program. Also on the agenda were post-program activities such as evaluations and reports to ACRL.

Curriculum Materials

Jennifer Fabbi

Webliography assignments were reviewed and volunteers were solicited to fill open assignments. The group discussed issues involved with the publication of CMC Collection Development Policy and possible Midwinter Discussion Group topics.

Gerontology

Mary Jane Brustman

The EBSS Executive Committee placed this committee on inactive status due to a shortage of new volunteers. The committee itself decided to reorganize into an informal virtual discussion group and to work to complete the Gerontology

Resources web page.

Higher Education

Ann Brownson

The group discussed the online colloquium, deciding on the topic, "accreditation issues". Colloquium plans include an online course using the TLT software. In the initial planning stages is a web site featuring tools useful for librarians working with higher education.

Instruction for Educators

Natasha Cooper

Work is continuing on the two projects undertaken by the sub-groups. Sub-group A has developed a rough draft of an article focusing on ways librarians can collaborate with Education Faculty and Administrators in preparing for the NCATE accreditation process. Sub-group B is working on collaborative best-practices. The next step for this sub-group is to solicit collaborative models of librarians and Education Faculty working together.

Membership and Orientation

Melissa Cast

Membership promotion is a focus of the group. Current activities include mailings to library schools. Other suggestions included visits to library schools, an-

nouncements on library school listservs and contacts at state and regional library conferences.

Psychology/

Psychiatry

Paula McMillen

Topics of discussion included a review of web pages linked from committee pages and final revisions of a list of core psychology journals.

Publications & Communications

Marcia Keyser

Committee discussed the search for a new newsletter editor and conducted a review of in-process EBSS publications. The group also discussed the possibility of including committee reports in the newsletter.

Reference Sources & Services

Laura Lillard

The group discussed issues involved with Educator's Toolbox, such as working with the Publication Committee and assigning categories to members for adding content. Also discussed were possible ways of encouraging ISI to include more education journals.

Social Work/ Social Welfare

Brian Quinn

The results of the Com-

mittee's comparison of Social Work Abstracts and Social Services Abstracts were reported. The final recommendation was that each had its own strengths and weaknesses and both should be used. Committee members submitted their revised sections of the Human Services Organizations list. The group is also investigating collaboration with the Council on Social Work Education (CSWE).

Ad Hoc Access to Government Sponsored Education Research

Kate Corby

The group discussed the upcoming ERIC changes and their impact on other projects such as the Educator's Reference Desk. An ERIC "User's Group" meeting is being scheduled for ALA Midwinter.

Ad Hoc Historical Textbook and Curriculum Collections Directory

Nancy O'Brien

The group viewed a copy of the directory manuscript and discussed the tasks remaining before final publication is finished. The publication is expected to be complete by August 1, 2004 when it will be sent to the EBSS Publications and Communications Committee for review.

ALA/ProQuest Scholarship Bash at Universal Studios

A Fond Farewell

Doug Cook

This will be my last issue as the EBSS Newsletter Editor. I have enjoyed reporting the news of the Section to you for the past few years. The Newsletter has provided me with a great opportunity to get to know many of you. I am passing the keyboard over to **Beth Broyles** who helped edit this issue. I would like to assure you that old editors don't die, we get republished—in my case as your Vice-Chair and next year as Chair.

Happy Trails!



ACRL 12th National Conference
April 7-10, 2005

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