

FOOTNOTES¹

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Sleeping around—textually?

"...students' indiscriminate use of sources might be likened to academic promiscuity, a kind of textual sleeping around among whatever attractive sources can easily be picked up in chatrooms, databases, or stacks....the practice merits attention because it both devalues and places at risk a central assumption of academic writing: that a writer will support claims with appropriate, valid, and authoritative evidence."¹

Most students come to KSU not knowing what it means to do research in an academic setting. Evidence of this as a broader trend is underscored by the recent report that found 94% of youth ages 12-17 who have Internet access use it for school research. For 71% of those, it was their major source, instead of the library, because of the ease and speed it provided.²

The issue is not that the Internet or Web is totally inappropriate, of course. Rather, students are unaware that there is more than one Web—the free, public Web and the private Web—and of the nature of academic research.

The free Web is available to all, allows anyone to be a publisher, and is accessible by the major Web search engines. It offers substantive information, as well as much that is biased or spurious. The private Web typically has restricted access, resources purchased following a review process, and its own finding tools.

It is on the private Web that the academic library, with its goldmine of electronic scholarly resources, is found. The library's public Web face offers only a glimpse of what is available. Students who are not directed to private Web material or instructed in its use will not meet the standard that academic research requires.

The library is here to help your students become savvy information consumers and successful in doing research. This help includes:

- Web page describing free vs. private Web (<http://www.library.kent.edu/internet/webtypes.html>)
- Searching the World Wide Web tutorial (<http://class.kent.edu/public/kent379/index.html>).

Liaison librarians are available to work with you in other ways to improve student success in academic research. Find your liaison librarian on this page: (<http://www.library.kent.edu/reference/subjects.html>).

¹ Burton, Vicki T., and Chadwick, Scott A. (2000). Investigating the practices of student researchers: Patterns of use and criteria for use of Internet and library sources [Electronic version]. *Computers and Composition*, 17, 309-328.

² Pew Internet & American Life Project. (2001). *The Internet and education*. Retrieved January 4, 2002, from http://www.pewinternet.org/reports/pdfs/PIP_Schools_Report.pdf

LibQual+ National Survey on Quality of Academic Library Services

Are Ohio's college students and faculty satisfied with the quality of services at their campus libraries? Kent State University is one of 59 OhioLINK institutions participating in LibQUAL+, a national online survey designed to assess library services. This semester, thousands of randomly selected higher education students and faculty across the state and the country will receive an e-mail invitation to answer a series of questions on a Web survey. KSU students and faculty should be able to complete the survey in about twelve minutes. As an incentive, respondents will be given the option to enter a prize drawing.

The survey asks library users to evaluate four dimensions of their campus library's service: affect of service, the library as "place," personal control, and access to information.

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This survey instrument was created by the Association of Research Libraries and Texas A&M University. It is adapted from the widely tested and accepted SERVQUAL, a service and quality survey tool used by for-profit companies. "Kent State University's participation in LibQUAL+ is an important step for University Libraries to begin to create a culture of assessment," explained Mark Weber, Dean of Libraries and Media Services. "We need a set of new measures to help us evaluate the effectiveness of our services in meeting the needs of students and faculty. LibQUAL+ gives us one of these new measures."

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"New Library Materials" Feature Debuts

The Libraries have rolled out a new system that displays new materials added to the Libraries' collections.

A user can search for new materials by the selecting department, date added to KentLINK, type of material, subject keywords, or any combination of these items.

The "New Library Materials" system is available at:

http://www.library.kent.edu/whatsnew/new_materials/

Electronic Full-Text for ERIC Documents

ERIC documents provide key source material for all areas of education. To date the only access to the documents has been the microfiche collection on the 2nd floor. Now selected documents are available on workstations in the Reference Center and the 10th floor Government Documents area. This documents database includes the full-text of 5,500 ERIC documents from 1980-1997. The ERIC research database via OhioLINK is still the best place to do topical searches for ERIC documents and journals.

The ERIC documents database provides a print option only; downloading to disk is not available. Of course, if you cannot locate the full-text of the document in this database, the 2nd floor microform area has approximately 90% of all the ERIC documents on microfiche.

Pinyin Cataloging of Chinese Language Serials

From  to *ti* to *di*

Cataloging records for Chinese language serials have been converted from the Wade Giles to Pinyin system for representing Chinese characters in the Roman alphabet. This change should facilitate access by Chinese native speakers to these materials. The change in cataloging necessitated the relabeling and relocation of several hundred volumes on the shelves.

Fun Facts

- 1. **KSU users downloaded 124,100 articles from the Electronic Journal Center in calendar year 2001.**
- 2. **The most frequently downloaded title was the *Journal of the American Society for Information Science* with 1,359.**

Database Changes

BioethicsLine

The *BioethicsLine* database has been discontinued. *MEDLINE* now includes the journal citations that were previously unique to *BioethicsLine*. To identify books and audiovisuals relating to bioethical issues, consult the National Library of Medicine online catalog, *LOCATORplus*, at <http://locatorplus.gov/>.

Political Science

Worldwide Political Science Abstracts replaces *ABC Pol Sci* as the available online political science index. It uses the same search interface common to other OhioLINK databases. Coverage includes the international serials literature in political science and its complementary fields, including international relations, law, and public administration and policy. Indexing goes back to 1975. The database is updated monthly.

Electronic Journal Center

In doing a search in the Electronic Journal Center and reviewing selected items at the abstract level, you will note a field at the bottom of the record called "Citations." This provides a link to "Citing References" -- other items in the database that cite this particular article. Clicking on this link will provide a listing of these related articles. Although such linkages are not always available, they are useful when they are present.



Foreign Language Video Clips Now Online

Foreign language video clips are now available through the OhioLINK Digital Media Center (DMC) at <http://dmc.ohiolink.edu>. The first collection is from the Ohio 5 'ViewPoints' Project and contains German and French clips. More clips will be added in the future.

In the 'ViewPoints' clips, native speakers elaborate on a wide variety of topics about their culture, family, daily life, and more. Catalogued by the language spoken, each video clip is accompanied by a description of its contents, the country of the speaker, and additional grammar and vocabulary notes.

All videos are in QuickTime format and range from 30 seconds to two minutes in length. They were created by language faculty from the Five Colleges of Ohio Consortium, Inc. (College of Wooster, Denison University, Kenyon College, Oberlin College, and Ohio Wesleyan University). They are available for OhioLINK users and are intended for educational purposes only.



A Note from the Dean

Mark Weber, Dean of Libraries and Media Services

THE EMPTY LIBRARY AND THE POVERTY OF PUBLIC DISCOURSE

"We don't need any more libraries. We are going to start buying one book and beaming it out to universities."

--An official on the South Carolina Commission on Higher Education

In mid-October, I attended the semiannual conference of the Association of Research Libraries (ARL). During a conversation with other library directors, one abruptly began speaking to the much discussed topic of the decline in "in-house" library usage. This director was deeply concerned because in a recent discussion in his university's administrative council, one high level administrator indicated that the university library was no longer a wise investment because "students do everything online now." The other library director who was also part of our conversation offered that the same sentiments were being expressed at his campus. He was confronted with the assertion that the library as a learning center on campus is no longer consistent with the new "bottom-line oriented" education of the future.

To those who advanced this argument, education is not as much of a deliberative process, but rather more of a manipulative effort aimed at access to information as quickly and directly as possible. In the months since the ARL meeting, this issue continues to concern me. Then came an article in the November 16 issue of the *Chronicle of Higher Education* entitled "The Deserted Library."¹ Scott Carlson reports that fewer and fewer students visit the library because they are all working online from their home, dorm room, or a computer

"Some librarians are fighting back--with plush chairs, double mocha lattes, book groups, author readings, and even music."

laboratory. Many libraries report that gate counts, circulation statistics, and reference statistics are all down. This leads Carlson to offer that "Some librarians are fighting back--with plush chairs, double mocha lattes, book groups, author readings, and even music. This mix works for Barnes & Noble, and it seems to work for some colleges too. But it costs money and no one is sure whether it helps students learn. Nevertheless, many agree that colleges have to do something to attract students back to the physical structures, because the new electronic offerings are here to stay."

I would maintain that a coffee shop and soft chairs warm up a library and make it more inviting to students. However, perhaps we are missing a larger issue here. In his provocative book, *Jihad vs. McWorld*, Benjamin R. Barber makes the following observation: "As survivors of aging print technologies, books are relics of a slowly vanishing culture of the word--democracy's indispensable currency and a faltering bulwark against the new world of images and pictures flashed across screens at a speed that thwarts all deliberation.

Democracy, like a good book, takes time. Patience is its least noticed yet perhaps most indispensable virtue. Television and computers are fast, fast, faster, and thus by definition hostile to the ponderous pace of careful deliberation upon which all public conversation and decision-making on behalf of the public good is

"... books are relics of a slowly vanishing culture of the word...a faltering bulwark against the new world of images and pictures flashed across screens at a speed that thwarts all deliberation."

premised."² The slower pace of "in-house" library use and the social dimension of students meeting in groups to study and learn cannot simply be replaced by the solitary experience of sitting alone and surfing the Web without something essential being lost.

In similar fashion, the academic library as a physical place where the social aspect of learning can be practiced and where the deliberative process of scholarly research can take place, is essential if students are to be prepared both for the workforce and for citizenship. In his book, *The Great Good Place*, Ray Oldenburg talks about the importance of "third places" in fostering a sense of public conversation and deliberation needed for a democracy.³ What are "third places?" They are places where people gather to socialize and to learn. They are distinct from "first places," which are our families, and "second places," which are our jobs. They are libraries, cafes, bookstores and other "hangouts." The academic library as a "third place" is essential because the rhyme and pace of discovery and interaction it fosters is different from the first and second places.

The move from the library to the Internet, then, is not as some would have us believe, simply an accelerated acquisition of information. Rather it is a rejection of one kind of learning in favor of another. If we move completely and finally from the library to the Internet, we should at least be aware of the price we are paying...and perhaps ask ourselves if the price is worth it. If the empty library and places like it are viewed as a relic of an age that has been passed by and made unnecessary by electronic media, then we must ask ourselves what will be the citizenship of this new age.

¹ Carlson, Scott. (2001, November 16). The deserted library. *Chronicle of Higher Education*, p. A34.

² Barber, Benjamin R. (1996). *Jihad vs. McWorld: How globalism and tribalism are reshaping the world*. New York: Ballantine, p.118.

³ Oldenburg, Ray. (1999). *The great good place*. New York: Marlowe, pp. 114-119.

New in Government Documents

LandView® IV *The Federal Geographic Data Viewer*

DOCS C 3.301: L 23: DVD-ROM available for circulation from the Government Documents office, 10th floor, Monday—Friday, 10am—5pm.

Interested in a different way to use census data? Check out LandView IV, software for database management and mapping. Using DVD technology, this product provides a "Federal Geographic Data Viewer" for ready access to published Federal spatial and related data. It is a collaborative effort of the U.S. Environmental Protection Agency, the U.S. Census Bureau, the U.S. Geological Survey, and the National Oceanic and Atmospheric Administration. It allows the user to:

- Browse and query records extracted from the EPA's Envirofacts Warehouse, demographic statistics from the U.S. Census Bureau, and the USGS Geographic Names Information System (GNIS).
- Display records on a map and create thematic maps with census data.
- Export data to spreadsheet or database formats.
- Map point features from the GNIS, which contains geographic names for all known populated places, features, and areas in the United States that are identified by a proper name.
- Map census statistical entities (tracts and blocks).

At present, 1990 Census data are offered. LandView V, currently under development, will use 2000 Census data when they are available. For more information, see the LandView site from the Census Bureau at <http://landview.census.gov>.

Quick access to new government documents

In an effort to promote new government documents, both federal and state documents are now represented in Featured Book Lists on KentLINK, the library's online catalog. Three lists are offered: materials received through the State of Ohio, Federal print materials, and Federal electronic resources. The electronic list offers an opportunity to keep track of the myriad documents to which we have only online access. All three lists will be updated on a quarterly basis. The Featured Book Lists are available from the KentLINK home page or directly at <http://kentlink.kent.edu/ftlist>.

They're back!

Sixty-Minute+
Seminars
Spring Series

Once again, we will offer our popular **voucher seminars** along with our regular seminars. Voucher seminars are designed to prepare students to do basic library research. Faculty can require students to attend any of these sessions and turn in the voucher receipt they receive. For more information or to suggest other voucher seminars that would support your course, contact Lisa O'Connor (330-672-1661, llowe@kent.edu).

New seminars for this semester are **PowerPoint 2000 for Beginners** and **Resumes on the Web**. For a complete listing, go to <http://www.library.kent.edu/60min>.

Also, don't forget to checkout our online seminars at <http://www.library.kent.edu/tutorials/>.

Student Multimedia Studio

Do you give multimedia assignments to your students?

Do you give PowerPoint, Web site development, or similar multimedia assignments to your students? If the answer is yes, the Student Multimedia Studio (SMS) is available to assist. Open to all students, the SMS is a free project development lab that provides fast computers, scanners, digital still and video cameras, CD recorders, and the latest editing and graphics software.

The SMS provides specialized training and support for students whose assignments involve the use of these multimedia technologies. Gary Mote, SMS manager, is available to consult with faculty before assignments are made to ensure that their particular project assignment can be supported. Gary is also available to speak to a class to review problems or issues unique to multimedia projects and to provide an overview of the specific equipment and software available.

For more information see the Media Services Web site at <http://media.kent.edu>. Go to the Services Locator and click on Student Multimedia Studio. Gary Mote can be reached at gmote@kent.edu or 330-672-1851. The SMS is located in Audio Visual Services, 3rd floor, Main Library.