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# Information Technology

## DMC spotlight issues

Beginning this fall, Digital Media Center (DMC) consultants will publish new information on our web site each month about a current educational technology issue discussed at sessions of the Technology-Enhanced Learning (TEL) Seminar Series, including:

- an **overview** of the issue (why university instructors are interested in it and how they are using technology to address it);
- **profiles** of campus instructors' related educational technology projects;
- a **bibliography** of readings related to the issue;
- announcements about related campus **events** and DMC/Academic and Distributed Computing **TEL short courses**;
- a **summary** of the seminar; and
- links to related campus **resources**.

### What constitutes traditional units of instruction?

With the advent of technologies for storing, labeling, sorting, and delivering educational content dynamically, many instructors have begun to rethink what constitutes traditional units of instruction. Instead of the one-day lecture, multi-day module, or term-long course, some instructors are focusing on smaller units of learning, such as digital content modules, activities, and student performances that can stand alone as self-contained, reusable objects and be gathered together and organized differently by any number of instructors. These instructors often share objects by storing them along with descriptive metadata in repositories such as Merlot at <http://www.merlot.org>.

### December: Learning Object Technologies

Please join us at the next seminar:

December 2, 2003  
noon to 1:30 p.m.  
274 McNeal Hall

### Seminar: December 2

At the December seminar, moderator Scott Wilson-Barnard (Digital Media Center, Office of Information Technology) and panelists George Rehm and Jenni Swenson

(Department of Soil, Water, and Climate, College of Agricultural, Food, and Environmental Sciences); Susan Rose and Simon Hooper (Department of Educational Psychology, Department of Instructional Systems and Technology, College of Education and Human Development); Victoria Mikelonis and Lenna Constantinides (Department of Rhetoric, College of Agricultural, Food, and Environmental Sciences); and Earl Schleske (Academic and Distributed Computing Services, Office of Information Technology) will consider questions such as:

- What is a learning object? What process do instructors use to repurpose existing materials as collections of objects or to design new objects?
- Are there pedagogical and technical advantages to pursuing an object-oriented design strategy?
- What is metadata? Are there existing metadata standards? What is the process of gathering metadata? Are there related pedagogical advantages?

## Resources

A list of preliminary readings will be available a week before the seminar and a complete set of resources shortly after the seminar at <http://dmc.umn.edu/spotlight/learning-object.shtml>.

## Problem-Based Learning Activities

Learning activities that emphasize content acquisition and the development of problem-solving skills in realistic situations can be greatly enhanced through the use of digital technologies. Through the use of rich multimedia information sources that support multiple learning styles, heuristic decision-support aids, and communication tools that facilitate peer-to-peer and student-to-instructor interaction, students can develop strategies for solving problems like the ones they will face in their careers.

### Seminar: November 5

At the November 5, 2003 seminar, moderator Laura Molgaard (College of Veterinary Medicine) and panelists Cryss Brunner (Department of Educational Policy and Administration, College of Education and Human Development) and Mary Jo Kreitzer and Louise Delagran (Center for Spirituality and Healing,

Academic Health Center) considered questions related to this topic, such as the following.

- What issues should instructors who plan to develop technology-enhanced problem-based learning modules consider?
- What strategies can instructors use to combine the use of technology-enhanced learning modules with that of more traditional instructional activities and materials?
- What challenges and opportunities arise when students use technology and must take more responsibility for their own learning experiences? How does the instructor's role change? How do student group dynamics change as interactions move from the classroom to the chatroom?

## Resources

Related resources published on the DMC web site include citations to readings such as the following:

- Albion, Peter R., and Ian W. Gibson. 1998. *Interactive Multimedia and Problem-Based Learning: Challenges for Instructional Design*. ERIC ID: ED428647 [discusses design issues related to using computers in support of problem-based learning activities].
- Duch, Barbara J., Susan E. Groh, and Deborah E. Allen. 2001. *The Power of Problem Based Learning: A Practical "How-To" for Teaching Undergraduate Courses in Any Discipline*. Sterling (VA): Stylus Publishing [a useful introduction to practical aspects of problem-based learning (not technology-specific)].
- Koschmann, Timothy D. 1996. *CSCL [Computer-Supported Collaborative Learning]: Theory and Practice of an Emerging Paradigm*. Mahwah (NJ): Lawrence Erlbaum Associates [an overview of computer-supported problem-based learning pedagogy].
- Williams, Douglas C., Min Liu, and Denise Benton. 2001. *Analysis of Navigation in a Problem-Based Learning Environment*. ERIC ID: ED466230 [discusses design issues related to using computers in support of problem-based learning activities].

For the complete set of related resources, see <http://dmc.umn.edu/spotlight/problem-based.shtml>.

- Chris Scruton and Christina Goodland, Digital Media Center, <http://dmc.umn.edu/>

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**To find** ● information about past and future spotlight issues, see <http://dmc.umn.edu/spotlight/>  
● the TEL Seminar Series schedule, see <http://dmc.umn.edu/series/fall03.shtml>

# Using EBSCO host's Business Source Premier for Alerts

Nancy K. Herther, University Libraries, <http://www.lib.umn.edu>

**I**n his very intriguing new book, *A Look over My Shoulder: A Life in the Central Intelligence Agency*, former CIA director Richard Helms not only gives an interesting biographical account of his years in office but includes this important caution:

“There is no greater threat to world peace than poorly informed or misinformed leaders and governments.”

Helms interestingly stresses throughout his book that the real work of intelligence isn't the James Bond sort of swashbuckling; it is the efforts of “the platoons of skilled scholars, analysts, and scientists” who struggle each day with data and information looking for the key pieces of true intelligence needed to operate the agency effectively. This definition could easily be used to describe the work of researchers, administrators, staff, and students here at the University.

**“Research is the process of going up alleys to see if they are blind.” ↔ Marston Bates**

The information age has certainly created far more information than ever before; but it has also made the process of finding the *exact* information that is critical to any mission — citizenship, research, class work — far more complex. We all deal with this every day in our work, whatever the nature of our work here at the University.

## Being alert to new research

In the past few issues of this newsletter, we've offered to help especially the advanced researchers here on campus with important, innovative, new services to minimize a bit of the confusion, frustration, and work involved with keeping up-to-date on key literature in your fields. Past articles have included information on

- Current Contents from the June edition of the newsletter at: [http://www.umn.edu/oit/newsletter/03/0603\\_itn/libr.html](http://www.umn.edu/oit/newsletter/03/0603_itn/libr.html)
- PsycINFO, MEDLINE and other databases on the OVID interface were covered in the July edition: [http://www.umn.edu/oit/newsletter/03/0703\\_itn/services.html](http://www.umn.edu/oit/newsletter/03/0703_itn/services.html).
- “Getting Physical — Pushing and pulling new journal literature information to your desktop,” about getting alerts from database vendors in the August issue at: [http://www.umn.edu/oit/newsletter/03/0803\\_itn/library.html](http://www.umn.edu/oit/newsletter/03/0803_itn/library.html)
- Databases, such as EconLit, ASFA, LLBA, and Sociological Abstracts, which use the CSA interface were covered in the October issue at [http://www.umn.edu/oit/newsletter/03/1003\\_itn/intelligence.html](http://www.umn.edu/oit/newsletter/03/1003_itn/intelligence.html)

One point worth noting is that these alerting services are not just for academics and certainly are not limited to scholarly research. Whatever interests you have that might be influenced by current research efforts —

### ▼ Business Source Premier

is specifically designed for business schools and libraries and includes over 2,804 full text scholarly journals and business periodicals in the fields of ● Management, economics, finance, accounting, international business, and so on. The database includes the full text from the world's top management and marketing journals including ● Harvard Business Review, MIT Sloan Management Review, California Management Review, Administrative Science Quarterly, Academy of Management Journal, Academy of Management Review, Industrial & Labor Relations Review, Journal of Management Studies, Journal of Marketing Management, Journal of Marketing Research (JMR), Journal of Marketing, and Journal of International Marketing. It also includes many leading journals in the areas of ● economics, finance, and accounting, as well as country economic reports from the EIU, DRI-WEFA, ICON Group and CountryWatch. Over 200 of the journals have PDF full text back to 1965 or the first issue published.

from illnesses to public policy debates to helping the kids with their interest areas or hobbies — could be helped by these alerts. I recently helped a U staffer set up a profile to keep up with new information on treatments for ADHD, which affects his son. Probably everyone on campus could find a good use for these wonderful services.

## Focus on Business Source Premier

This article focuses on the alerting services offered by *Business Source Premier*, one of our core business/management databases.

*Business Source Premier* is an excellent database that provides abstracts for articles from over 3,200 business-related publications, including academic, professional, and trade journals, and some U.S. government documents. The database includes information on career development, economics, finance, health care, human resources, law, management, personnel issues, public administration, etc. Over 2,700 of the publications indexed in *Business Source Premier* are full-text, with almost 900 of these peer-reviewed. The database is updated daily.

### Access it from ArticlesAndMore

To access the database, go to the ArticlesAndMore portion of the Libraries' web page, click on the letter "b" and scroll down to find the database's listing.

Once in the database, you are able to search by topic/keyword, author, title, and other elements. The database includes excellent help screens to guide you through the search process.

### Bonus: Regional Business News

As an added bonus, you are able to search in both *Business Source Premier* and *Regional Business News*, a database that provides comprehensive full text coverage for regional business publications, at the same time. *Regional Business News* incorporates coverage of 75 business journals, newspapers, and newswires from all metropolitan and rural areas within the United States. This database is also updated on a daily basis.

If you select Company Profiles from the Business Source Premier search menu tabs that are along the top, you are able to access a collection of reports from Euromonitor, a leading provider of market research. These in-depth profiles cover 350 international compa-

nies and provide detailed analysis of competitors, customers, and suppliers. Review the organization, financial performance, operational and marketing strategies, geographic, product and brand strengths, opportunities, and threats in their key markets as well as the company's future outlook. Each 30 page report can be saved, printed, or viewed as a PDF document. A bookmark table of contents quickly links to the sections for company overview, key facts, business description, history, key employees, major products, SWOT analysis (strengths, weaknesses, opportunities, and threats), top competitors, subsidiaries, and competitors. While not a comprehensive directory, Euromonitor collects unique information, such as executive biographies and product analysis that is difficult to find elsewhere.

**"Being busy does not always mean real work. The object of all work is production or accomplishment and to either of these ends there must be forethought, system, planning, intelligence, and honest purpose, as well as perspiration. Seeming to do is not doing."**  
↔ **Thomas Alva Edison**

## Selecting by title or publication

For a full list of publications in the database and coverage dates, from the Choose Database Screen, click the Title List link (if available). To return to the list of databases, click Back from your browser window. (You can also click the Choose Database tab.)

## Select a strategy from an earlier search

You can look over a history of the searches done during your search session by using the search history function. You can then modify this or go back to an earlier search strategy.

Up to five of your most recent searches are displayed on the Advanced Search Screen. To control how many searches performed in the current session are displayed, you can click Show More (or Show Less).

Enter new search terms in the Find field. Use the search numbers to combine previous searches with

your new terms. For example, enter S1 and Minnesota to combine the results of your first search (S1) with the results of your new search using Minnesota. When you're done, click Search. A Result List is displayed.

## Saving a search as an alert

Once you have a good search organized, you are ready to save the search for upcoming alerts of new literature as it is added to the database.

To save a search as an alert: from the Advanced Search Screen, with your Search History listed, click Save Searches/Alerts. The Saved Search/Alert Screen appears.

(If you have not already logged into your personal account, you will be prompted to log in. Enter your user name and password; or click Cancel and return to the Advanced Search Screen. Keep a record of this user name and password information for future reference.)

To save the search as an alert that can be automatically run, click Alert. The Save Alert Screen appears. The search name, description and date created are displayed.

To select how often the search will be run, from the Frequency drop-down list, select either: Once a day; Once a week; Bi-weekly; or Once a month, the default unless you choose another option.

To limit which articles are searched, from the Articles published within the last drop-down list, select one of these options: One month (which is the default); Two months; Six months; One year; or No limit.

In the Run Alert for field, select either: One month (which is the default); Two months; Six months; or One year.

In the E-mail Properties section, to be notified by e-mail when your alert runs, select the E-mail Notification field. This way you will be alerted that the search

has been run, even if you don't get any results from the search.

In the E-mail Address field, enter your e-mail address. If you want to enter multiple e-mail addresses, place a semicolon in between each e-mail address. In the Subject for E-mail field, enter a brief explanation that will appear in the subject line of the Alert e-mail.

Next, select if you want the e-mail in Plain Text or HTML format. To have your search string included in the e-mail, click Include query string in e-mail.

When you have finished making changes, click Save.

The form is easy to fill-out, and you can go back into the database to make changes to your search strategies as needed. If you have lots of different search topics, you may choose to run these as separate searches to better manage the results as they come into your campus e-mail account.

## Long on ideas; short on time

Thomas Alva Edison once commented that "I am long on ideas, but short on time. I only expect to live about a hundred years." Regardless of our ages, we can all use some help getting through all the information available today through our host of databases. These alerting services provide a wonderful, effective, efficient – and free – tool for anyone here on campus. Give the database a look. It contains wonderful information on a broad range of topics of value to almost everyone here on campus.

If you need assistance with this or any database, feel free to stop in one of our campus libraries for reference assistance. We are happy to help you in any way that we can! My thanks to Van Houlson and the rest of the staff of the *Business Reference Service* for providing input and suggestions on this article.

■ Communications about this column should be addressed to: Nancy K. Herther, Social Sciences Librarian & Bibliographer, 170b Wilson Library, West Bank; 612-624-2020; n-hert@umn.edu

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### Tips

▼ For advanced help in using ESBCOhost, check out this tutorial from the company:  
<http://support.epnet.com/custsupport/Tutorials/advancedSearchGuided.html>

▼ Colorado Mountain College has another online tutorial on using the database at:  
<http://www.coloradomtn.edu/library/tutorials/ebsco/intro.html>



## RefWorks: helping to simplify the writing process

### ▼ Free access during pilot project

RefWorks is a web-based citation manager (similar to EndNote). During the 2003-2004 school year, the University Libraries are sponsoring a pilot project to assess usefulness of this new product. All current students, staff, and faculty members will have free access during this period.

A web-based product such as RefWorks allows users to create their own personal database by either importing references from online databases or adding them manually via a template. References may be accessed from any computer that is linked to the Internet.

**"What is important is to keep learning, to enjoy challenge, and to tolerate ambiguity. In the end there are no certain answers." ↔ Martina Horner**

When writing papers, references may be transferred from RefWorks into the paper, and both the paper and the references may be formatted in seconds. A large variety of styles, such as MLA, APA, Turabian and Chicago, are available. Items saved in RefWorks may also be transferred to and from other citation managers such as EndNote, Pro-Cite, and Reference Manager.

If you would like to:

- initiate your RefWorks database
- learn more about using RefWorks
- sign up for a short hands-on session about RefWorks

please go to your nearest University Library or visit the Libraries website.

■ Julia Kelly, University Libraries,  
<http://www.lib.umn.edu>, [jkelly@umn.edu](mailto:jkelly@umn.edu)

**"If we knew what it was we were doing, it would not be called research, would it?"**  
↔ **Albert Einstein**

## Libraries launches "Find It" — a system to get to full-text fast



This fall the Libraries will begin implementing an advanced linking for full-text and other library resources. The new system, called "Find It," will allow you to link from a citation in selected databases — such as ERIC, the Web of Science, or Sociological Abstracts — directly to the full-text of the article where it appears in an e-journal, provided that the Libraries subscribe to that e-journal.



As you search your favorite databases, look for buttons labeled "Find It" (as pictured here) next to each citation retrieved in your search. When you find a citation of interest, click the "Find It" button next to it. You will then be presented with a special menu that provides links to the full-text and catalog options available specifically for the selected citation. We estimate that in some cases this system will save you as many as 6-10 clicks and keep you off the oftentimes circuitous path to getting where you want to go.

**"Learning is not attained by chance, it must be sought for with ardor and attended to with diligence." ↔ Abigail Adams**

As the Libraries' implementation expands, additional resources will be added to this system. Ultimately, this will facilitate more seamless connections between resources of all types, including book catalogs, e-print servers, digital content repositories, and services such as interlibrary loan and online reference services.

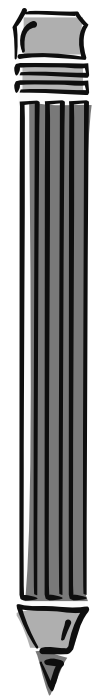


The technology behind the "Find It" system is the SFX ("Special Effects") link resolving software working in combination with the OpenURL protocol. The application of these technologies in tandem is sure to bring a new level of integration to the Libraries' information environment. Look for a detailed newsletter article on this new system later in the year. We hope you enjoy using the new "Find It" system.

■ John T. Butler, University Libraries,  
<http://www.lib.umn.edu>, [jbutl@umn.edu](mailto:jbutl@umn.edu)



# Don't tattle. Don't point fingers. Find solutions!



**M**ost parents dislike it when their kids are constantly telling on each other and pointing fingers. They want their kids to learn some problem solving skills when it comes to sibling rivalry and squabbles. They also want their kids to take responsibility for their actions instead of pointing fingers at each other saying: “she did it; he did it.”

Just like in families, most organizations have some degree of tattling and finger pointing going on. Also, just like in families, most managers hate dealing with this behavior. They want their employees to take responsibility and to be problem solvers.

When problems come up, it might seem like the easy thing is to pass the buck by tattling and finger pointing. The drawback to this approach is that it doesn't solve problems. All it does is, maybe, buy a little time. Eventually, the problem must be addressed. How much easier to always approach problems with the mindset of — how can we solve the problem? — not whose fault it is.

Tattling, finger pointing, and passing the buck wastes so much time. It hurts the team effort. It doesn't promote an atmosphere of working together. It causes people to become defensive. And it makes solving the problem much more difficult. When you've been pointing fingers at others and avoiding

responsibility for the problems that exist, when you must work with these same people to solve the problem, it will be harder to create a positive working relationship.

Sometimes managers and directors can fall into the bad habit of blaming others in order to cover for their own people. This also creates an unhealthy atmosphere. It causes needless escalation of problems. I've seen this occur where an employee complains to a supervisor, who complains to their manager, who complains to their director. Then their director takes the problem to the director of another unit. This director then goes to his manager, who goes to his supervisor, who goes to his employees. All these levels of management become involved in solving a problem that could have simply been handled by someone taking initiative to solve the problem rather than passing the buck.

I want to encourage you to be a problem solver.

**D**on't support the bad habit of pointing fingers and passing the buck. Create an atmosphere in your organization that encourages employees to work with each other to solve problems.

■ Shih-Pau Yen, Academic and Distributed Computing Services and Networking and Telecommunications Services

*The views expressed in this column are the personal opinion of the author and not the official view of the Office of Information Technology.*

**▼ Help**

- Computer Misuse or Abuse (also see Procedure 2.8.1.1)
- Emergency Network Help Line ..... 612-625-0006
  - Non-emergency, e.g., spamming ..... abuse@umn.edu

**1-HELP ..... 612-301-4357**

- Dial 1-HELP. Listen to the voice menu list of options.  
Press the number of your desired option.
- Technology Help ..... www.umn.edu/adcs/help

**▼ Modem pool for active UM accounts**

Internet/PPP: up to 53kps if v.90 ..... 612-627-4250

**▼ Quick Guide**

- Internet/Email account options .... www.umn.edu/validate
- Office of Information Technology ..... www.umn.edu/oit
- One Stop Services ..... onestop.umn.edu
- Techmart ..... www.techmart.umn.edu
- Computer Accommodation Program ..... cap.umn.edu
- University Computer Services ..... www.umn.edu/ucs
- MNCAT/LUMINA (Library) ..... www.lib.umn.edu
- UM News Server ..... news.umn.edu

Associate Vice President and  
Chief Information Officer, Steve Cawley ..... 612-625-8855

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*Label trivia for Twin Cities campus addresses: 1st # is Rec#: 2nd is your Campus Mail delivery code, http://umn.edu/lookup*

Nov. 2003 [pantone295]

Add [subscribe info below at ☆]

Delete/Cancel \*

Change Name \*

Change Address \*

Change Other \*

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