

**scis**

ISSUE NO. 35 2000

SCHOOLS CATALOGUE INFORMATION SERVICE

connections

In this issue...

SCISWEB Handy Hints	3
Educational Lending Right School Library Survey	3
SCIS Support for ASLA XVII	4
International Association for School Libraries Conference Report	4
CC News	5
Improving Retrievalability in School Libraries	7
Resources	8
Internetting Corner	9
A day in the life of ...	10
What's New	11
Cataloguing News	12

Content is King, but Content Management Rules

Whether you've heard of it referred to as Intranet management, knowledge management, content management, or document management, this all-pervasive technology of the 21st century is rapidly transforming the way our schools apply information technology to enhance the quality of teaching and learning via an Intranet. And what makes the Intranet viable and attractive to students is content – lots of it.

Despite the common misconception, content management is not confined to the world of big business. On the contrary, it is one of the most critical issues facing today's education sector. Emerging research indicates that the volume of content or the number of items of content that will be lodged on your Intranet will easily exceed the number of items in your library catalogue by a factor of at least three to five. And this content must be managed.

As the title of this article suggests, a school will not function cohesively unless it takes control of the electronic content that supports its curriculum. Content management is about capturing this knowledge, organising it, sharing it, finding it and – most importantly – keeping it current and up-to-date on the campus Intranet.

Content management technologies are facilitating the development of and simultaneous access to physical and virtual (electronic) resources, which directly link to

learning, teaching and innovation. One such technology has been trialed and documented in Queensland by Stuartholme School.

SCIS recognises that Teacher Librarians have always been 'content managers'. We try to show how this view translates to an increasingly digital environment. SCIS assists schools by providing a content management service. As part of our regular monitoring of trends and initiatives in this field we come across a range of new concepts, products and services, and occasionally we think that some of these may be of value to our customers. While we do not necessarily endorse the products and services of the author of this article, we believe the ideas he discusses are useful.

A case in point

Stuartholme School, a Catholic secondary school in Toowong, a suburb of Brisbane, has been working towards integrating technology into its curriculum for some years now, and is among the first Australian schools to offer their students one of the newer content management information technologies. The school installed a Campus Wide Intranet

continued on page 2

SCIS
CURRICULUM CORPORATION
CASSELDEN PLACE
LEVEL 5, 2 LONSDALE STREET
MELBOURNE VIC 3000 AUSTRALIA
PO Box 177
CARLTON SOUTH VIC 3053

Tel: +61 3 9207 9600
Customer Support: 1800 337 405 (within Australia)
Fax: +61 3 9639 1616
Email: scisinfo@curriculum.edu.au
Internet: <http://www.curriculum.edu.au>
ISSN 1440-2076

Content is King, but Content Management Rules (cont.)

Management System (CWIMS product) early in 1999 as a combined Intranet system for staff and student research support.

Stuartholme's Director of Information Services, Margaret Paten said the system allows for the management of a 'hybrid library' (see 'The Great Divide? Physical and Digital Resources in School Libraries', *Connections* Issue 34, p 1), in which resources are varied and increasingly online. She said it operates on several different levels to meet a variety of student, staff and teacher information needs.

'Firstly, the technology allows us to integrate electronic information into the library catalogue,' she said. 'When a student searches the catalogue, they will find a variety of content, from scanned items, word-processing and powerpoint documents, to websites.

'Secondly, students choose to search CWIMS product only, knowing that it's an electronic database created at Stuartholme, with a vast array of information selected by their teachers specifically for their needs. In other words ... a tame Internet.

'Thirdly, it's the electronic noticeboard for the school. Under the Folder System, we have organised all activities and interests at our school. Students need to check here to gather a wide range of important information.' Examples of this information include assessment schedules, exam timetables, daily notices, all assignments and criteria sheets, exemplars of student work, assignment resources, classroom tasks, homework and interactive websites.

'For Stuartholme, CWIMS product is the heart of effective communication,' she said. 'Our many committees and groups in the school can communicate and share information in privacy. I can set up a group and assign members to that group by giving each member a personal password that can access that information. The person can then contribute to that electronic group by uploading an electronic file or URL to that folder.'

Stuartholme Director of Information Technology, Deslyn Taylor, said although the school does not have a VPN (Virtual Private

Network), Stuartholme offers many of the advantages associated with this one. 'Our students access the system through the school website, which is located on one of our servers,' she said. 'Both this server and the library server are connected via a switch, router and a 128k ISDN line to the Internet. The students have full password access to the entire library system from anywhere in the world. As Stuartholme is a boarding school this is particularly useful, and students can access the system even when they're at home.' Through the school website, students have home access to the library catalogue, our Intranet, folders and other online research services.

Margaret Paten said feedback from teachers, staff, students and especially parents had been positive, and they were pleased with the ease of access to school information. She said educating users was one of the most important steps, so that they can realise the full benefits of the system.

'More than 60 per cent of our staff meeting discussions relate to improving communication. Parents are hungry for better and timelier information from the school, and our students rely on information. All organisations need effective knowledge management. Online information is the most effective way to provide a 24 hour a day, 7 day a week library for students – whether a boarder at school or a day girl at home. We have extended hours of operation, yet find that the quality, quantity and diversity of information available digitally – plus the ease of retrieval – makes online information a winner. We would need a building twice this size to house such a collection. With keyword and advanced natural or Boolean searching, students can easily locate their information.'

Deslyn Taylor said that taking advantage of content management technology has allowed the school to run a true hybrid library service in which 'the distinction between "our catalogue" and "electronic resources" no longer exists'. The power to efficiently manage school information to enhance teaching and learning is a development that must be high on

each school's agenda. More schools are demanding online learning to support their curriculum and provide greater access to wider learning resources.

The school Intranet is only the first step towards the virtual classroom of the future. With the ability to store all of their resources online, more schools around Australia are finding better ways to communicate internally, distribute information and store key documents, reports and examples of best practice.

Key concepts in content management

Many of the scientific principles underpinning information management technology have emerged as critical prerequisites for true content management in the electronic age. Following is an explanation of many of the key concepts central to effective content management in the school environment.

What is content?

- Explicit content is words, images, numbers, drawings, pictures, sounds and other entities contained within a school's formal electronic (document) resources or files. These may be such things as course outlines, lesson plans, work exercises, assignments, research papers and traditional library resources.
- Tacit content is the accumulation of useful experience, expertise and skill sets contained within the minds of a school's people and resources. These may be staff members with particular expertise or skill sets, parents with specific knowledge and community guest speakers.

Both forms of content or knowledge must be categorised within the context that it applies to each school's teaching and learning objectives.

The future

The Intranet and Internet will have a more, significant and important revolutionary effect on education into the future than the exercise pad did when it replaced the slate in the classroom in the mid 20th century. What will differentiate one school Intranet from the next will be the quantity of quality content. Some schools have recognised this and put into place a sound and planned structure to

continued on page 10



SCISWeb Handy Hints

1. Website catalogue records for downloading

Recently SCIS has catalogued a large number of websites suitable for use in schools. Lists of these websites (eg Planets and the solar system, Australian politics and government, Website design and construction) are located at <<http://www.curriculum.edu.au/scis/catalog/webupdat.htm>>. Although it is usual to search SCIS OPAC for such titles, these alphabetical listings may be of value to Teacher Librarians who choose to download the catalogue records for all websites on a particular topic. We have set up a process which allows SCISWeb customers to download the records easily and quickly. We advise customers to consult user groups or library software system support if they have any queries about importing catalogue records of websites into their library system.

The SCIS cataloguing agency in Western Australia has compiled a list of all the websites that have been catalogued. This list is located

at <<http://www.eddept.wa.edu.au/centoff/cmiscat/news.htm#websites>>. As a trial the agency will also publish a list of the websites catalogued in the previous week, at <<http://www.eddept.wa.edu.au/centoff/cmiscat/websites.htm>>.

2. New version of SCISWeb

We have recently launched a new version of SCISWeb. The new version removes redundant buttons, simplifies the order file information and provides an option to download a true USMARC file. This enables those users who have previously been unable to download SCISWeb records into their library system to do so. The new version displays both *Statistics* and *Not Matched Orders* data in the Results column. There is also an updated version of the Online Manual available which you may wish to download for handy reference.

We also remind customers to connect to (or bookmark) SCISWeb from the *SCISWeb Message Centre* page <<http://www.curriculum.edu.au/scis/webmsg.htm>> rather than

encounter cache problems by connecting directly to SCISWeb pages. Please contact SCIS customer support staff by email at: <scisinfo@curriculum.edu.au>; or by telephone on: 1800 337 405 (outside Melbourne Metropolitan area) or +61 3 9207 9600 if you require any further information.

3. New SCIS OPAC feature

A new feature of SCIS OPAC is the *History* button, which provides a list of your searches in the current session. When you log onto SCISWeb for a new session, the *History* button is not displayed until you execute your first search and then it remains active until you close the browser. The searches listed in *History* operate as links that you may use if you choose to revisit the search. However, if you re-execute a search from the *History* button the *Limits* currently in effect will operate. You will need to clear all limits or reset them to those chosen for the original search.

Educational Lending Right School Library Survey

The Commonwealth Department of Communications, Information Technology and the Arts (DCITA) has contracted Curriculum Corporation to conduct the Educational Lending Right School Library Survey in October–November 2000. The project will be managed by the SCIS Unit at Curriculum Corporation.

The Educational Lending Right (ELR) School Library Survey project is a program of the Commonwealth Government's Book Industry Assistance Plan and will be funded from 2000–01 to 2003–04. The objective of the ELR scheme is to make payments to Australian creators and publishers on the basis that income is lost from the availability of their books for loan in school libraries. The scheme complements the existing Public Lending Right (PLR) and supports the enrichment of Australian culture by encouraging the growth and development of Australian writing and publishing.

Curriculum Corporation has undertaken:

- to establish an accurate estimate of the number of holdings in Australian school libraries of selected book titles at a specified census date (October or November 2000). Information by which titles are to be identified includes ISBN, title and date. The estimate is to be based on a survey of up to 350 schools which will primarily be SCIS customer schools.
- for each year after the census date, to provide an estimate for the number of books purchased annually by school libraries.

The resulting estimates will be used by DCITA to determine payments to eligible authors and publishers under the ELR scheme.

A representative sample of schools in all educational jurisdictions across Australia will be surveyed according to stratification guidelines developed by a consultant

statistician. The survey will be kept as simple as possible to minimise the work for schools and vendors and to maximise response rates. The extraction of data for the survey will be an automated process developed in consultation with the school's library system vendor, and will take at most an hour or two of each school's time.

We are currently developing appropriate guidelines and support, in consultation with officers from the relevant educational jurisdictions. We can assure our customers that the privacy and intellectual property rights of all schools will be rigorously maintained in the manipulation and storage of data.

For more information about the ELR School Library Survey project, contact Keith Gove, Information Services Manager, Curriculum Corporation. Telephone: +61 3 9207 9600 or 1800 337 405, Fax: +61 3 9639 1616, Email: keith.gove@curriculum.edu.au

SCIS support for the ASLA XVII: Forging future directions conference

'Curriculum Corporation is delighted to be once again a significant sponsor of the ASLA conference. This bi-annual event is a highlight on the Teacher Librarian and information studies calendars, and the Corporation sees itself as closely linked to these areas, which have an increasingly important role to play as knowledge management and resource discovery become central to the improvement of education.'

'We are particularly pleased that Dr Ross Todd has agreed to deliver the 2001 SCIS Oration. This conference keynote presentation has been a major event in previous years, and the speakers have been major national and international figures in the field. Dr Todd is no exception. I look forward to hearing Dr Todd's presentation, and to meeting ASLA members at the Conference.'

The conference web address is:
<<http://www.sunweb.net/slaq/asla/>>

Bruce Wilson
Chief Executive Officer, Curriculum Corporation

International Association for School Libraries Conference Report

I have just returned from the most wonderful conference focusing on information literacy and school libraries. The conference, at which over 33 countries were represented, was held by the International Association for School Libraries (IASL) in Malmo, Sweden, on 6–10 August 2000. What an incredible atmosphere, with ideas and input from such a diverse group of people! Some of the countries represented were South Africa, Botswana, Ethiopia, Belgium, Germany, Netherlands, Denmark, Sweden, Norway, Iceland, Finland, Turkey, Chile, Israel, Malaysia, Japan, Canada and USA – to mention but a few.

We heard a report from Sandy Zinn, Subject Advisor for Information Literacy in the West Cape Department of Education (South Africa), who told us about their project on information literacy and outcomes-based education. James Henri, Linda Langford, Lyn Hay (all from Charles Sturt University, Wagga Wagga), Margaret Butterworth (PhD student, Curtin University, Perth), Susan de Marca (PhD student, University of Melbourne) and Anne Clyde (currently working at the University of Iceland and IASL webmaster) presented papers with great flair and insight. The SLAV (School Library Association of Victoria) team of Mary Manning, Gerry Ferreter and Susan de Marca presented materials for International School Library Day (16 October). My colleague Steph Capra and I had the opportunity to display our information literacy books (ILPO – Information Literacy Planning Overview) as the past winners of the IASL/SIRS award. Our work was greeted warmly and it would seem that most countries face similar dilemmas in integrating

information literacy into the curriculum. Maybe we will see ILPO in Portuguese, Danish or Swedish in the future.

Reports from the conference may be viewed on the IASL Website – School Libraries Online at <<http://www.iasl-slo.org/>>. You can see some photos of Australians belting out 'Waltzing Matilda' at the gala function held in the amazingly beautiful renaissance Malmo Town Hall at <<http://www2.pedc.se/iasl/tue/45.jpg>> (other countries had to sing as well), and serious presenters doing a great job at <<http://www2.pedc.se/iasl/wen/3.jpg>> and <<http://www2.pedc.se/iasl/wen/6.jpg>>.

Membership of IASL has provided an international perspective to our work in school libraries. We in Australia have a diverse range of support for our work, but overall we are in an enviable position when listening to the lack of support offered to those in other countries. At least we have electricity and toilets in most of our schools! We have Teacher Librarian education programs of the highest standard, school libraries in almost all of our schools, and a commitment by most education systems to providing a trained professional in the role of Teacher Librarian. We have a strong and dedicated professional group provided by ASLA (Australian School Library Association), the state and territory groups and the ALIA (Australian Library and Information Association) school sections. These are all goals that are aspired to by many other countries, and are worth fighting to retain and develop in our own country. We mustn't take these things for granted.

We are looking forward to the next IASL conference, which is to be held a little closer to home in Auckland, New Zealand, on 9–12 July 2001. Invited plenary presenters include Ken Haycock, Carol Kuhlthau, Mike Eisenberg, Ross Todd, Penny Moore, Gwen Gawith and Russell Bishop.

Even if you don't present a paper, this is a fantastic opportunity to attend an international conference and support our neighbours. We hope to have a large contingent of Australians attending this next conference. Within IASL, we represent the recently renamed Oceania region, which includes Australia, New Zealand and the Pacific Islands. The 2001 conference is our opportunity to show the rest of the world some of the great projects and research that are happening in our region. I urge you all to consider attending or presenting at this conference. Details for submitting proposals can be found on the Contio MC Events Website at <<http://www.conventions.co.nz>>.

We also congratulate James Henri upon his recent appointment to the position of vice-president of IASL. At the Malmo conference I was formally welcomed as the newly appointed director for Oceania. If you have any questions relating to IASL or the New Zealand conference please do not hesitate to email me at <jenryan@gil.com.au>.

Jenny Ryan
IASL Director, Oceania Region

1. SCIS Authority Files subscriptions 2000 and 2001

Curriculum Corporation has released a new CD-ROM product called *SCIS Authority Files*. Order forms for this new product were sent to all schools recently.

The *SCIS Authority Files* CD published in 2000 contains the entire contents of the SCIS database subject authority file and complements SCIS bibliographic records and the *SCIS Subject Headings Fourth Edition*. Used within the school's library system, the file can quickly enhance subject access to the school's resources by creating references.

Name authority files will be released in 2001. Customers who subscribed in 2000 will automatically receive the product in 2001, as the subscription is a standing order. We would encourage other schools to complete the *SCIS Authority Files 2001* subscription form to ensure they receive the product in 2001.

Schools are reminded that, before using the product, they must read the licence agreement. We advise customers to check compatibility with their library software supplier before ordering the product.

2. SCISWeb and SCISCD subscriptions 2001

SCIS Subscriptions 2001 forms have been forwarded to all schools that do not have a current SCIS subscription. Customers who are using SCIS in 2000 should have received an invoice from Curriculum Corporation as they will automatically receive the same product next year. Any customers wishing to convert from SCISCD to SCISWeb should indicate this before 15 December 2000, otherwise they will be charged at the rate for SCISCD, not SCISWeb, for 2001.

Curriculum Corporation is pleased to announce that there will be no increase in the recommended retail price in 2001 for SCISWeb and SCISCD, although prices have been adjusted to include GST. However, GST does not apply to our customers outside Australia. We advise schools to look on our website at <http://www.curriculum.edu.au/scis/subscrib.htm> for the most up-to-date information.

The arrangements for 2001 are as follows.

- a) Education Department bulk deal arrangement: the current arrangements will continue for the year 2001 for schools in New South Wales, Western Australia and Northern Territory. When negotiations are completed with Queensland and South Australia an announcement will be placed on our website at <http://www.curriculum.edu.au/scis/subscribe/2001subs.htm>.
- b) National Catholic bulk deal arrangement: the National Catholic Education Commission will negotiate another bulk deal arrangement for Catholic schools. There has been a change in the procedure for payment. Schools must forward a cheque to Curriculum Corporation by 15 December 2000.
- c) Independent schools bulk deal arrangement: in 2001 there will be a discounted price available for schools in Queensland, Victoria, Western Australia and Australian Capital Territory. Details are available at <http://www.curriculum.edu.au/scis/subscrib.htm>.
- d) Christian parent-controlled schools bulk deal arrangement: the Association for Christian Parent-Controlled Schools has arranged a discounted price for their schools in 2001. Details are available at <http://www.curriculum.edu.au/scis/subscrib.htm>.
- e) New Zealand schools with EdCom membership: when subscribing to SCIS please include your EdCom membership number to ensure you receive a 20 per cent discount off the RRP. Payment in Australian dollars.
- f) Current subscribers to SCIS not involved in the above arrangements: your subscription to SCIS in 2000 was a standing order, which means that you will not be required to subscribe again. You will automatically be given access to the same product in the year 2001 that you subscribed to in 2000. An invoice was sent to you in September requesting payment for the year 2001 and asking for confirmation of product required.
- g) Non subscribers who do not belong to any of the above arrangements: schools that do not have a subscription for 2000 were sent

a 2001 SCIS subscription form in September. If an order is placed before the end of 2000 the school will have access to the products at the beginning of 2001. If subscribing to SCISWeb, a letter will be delivered to the school by 15 January 2001 outlining passwords and how to access the product. Customers whose subscriptions to SCISWeb are received at Curriculum Corporation after 1 January 2001 will receive instructions (including a new default password) and access to SCISWeb within five to ten working days upon receipt of the subscription form.

3. SCISWeb customer access 2000-2001

A reminder that customers will not be able to use SCISWeb after 21 December 2000. Customers will be able to commence using SCISWeb again on Monday 15 January 2001. However, if SCISWeb is available earlier than that date we will advise customers on the website in *What's new* at <http://www.curriculum.edu.au/scis/catalog/webupdat.htm>. Customers will continue to use the same password in the year 2001 as they had for 2000 but the counter for records downloaded will be reset to zero. If you do not know your password, contact SCIS to have password reset.

Email scisinfo@curriculum.edu.au, fax +61 3 9639 1616, Telephone +61 3 9207 9600 or 1800 337 405 (within Australia free call outside Melbourne metropolitan area).

4. SCISCD customer access in 2000-2001

Customers subscribing to SCISCD will receive the first edition for 2001 by 9 February. We would also like to advise customers that we have extended the expiry date for the Edition 5, 2000 to accommodate the January holiday period. Edition 5, 2000 will expire on 28 February 2001 to coincide with the delivery of the first edition in 2001.

5. Catalogue records for television programs

CMIS Cataloguing, Education Department of Western Australia, is now cataloguing some television programs immediately after they have been televised. They are publishing the

continued on page 6

CC News (cont.)

SCIS order numbers of each week's programs as they create the catalogue records. These lists may be located at <<http://www.eddept.wa.edu.au/centoff/cm/cmis/cat/toa.htm#trial>>. Remember to search SCIS OPAC to locate catalogue records for older programs.

6. Selection of automation systems

Documents about the selection of automation systems are on our website at <<http://www.curriculum.edu.au/scis/links/libauto.htm>>. If you have other documents that would be useful for other Teacher Librarians, please forward them to SCIS with written permission for us to publish them on our website.

7. Farewell – staff change

We sadly note that Cherryl Schauder, National Manager Cataloguing and Metadata, has left

the SCIS Unit to pursue her career as a Metadata Project Officer at RMIT. Those of you who have experienced Cherryl's professional and helpful manner will share with us in missing her. She has made a significant contribution to SCIS, especially in the publication of the *SCIS Subject Headings Fourth Edition*. We wish her well.

8. Thank you

SCIS would like to thank the many people we have been involved with during 2000.

- The schools who have subscribed to SCIS in 2000: we look forward to your continued support next year.
- The government, Catholic and independent organisations that arrange bulk purchase of SCIS subscriptions.
- The Teacher Librarians who have provided us with feedback by completing product surveys, contacting us by email, telephone or fax and attending conferences and SCIS demonstrations.
- The cataloguing agencies that have endeavoured to catalogue resources as quickly as possible to ensure that the catalogue records are available when schools access the SCIS database.
- The library automation system vendors who support SCIS products and work with us to ensure compatibility with our products.

Improving Retrievability in School Libraries (cont.)

up will be required to maximise the benefits of *SCIS Authority Files*.

With these issues in mind we strongly recommend that schools check headings in their catalogues for inconsistencies before loading *SCIS Authority Files*, and that superseded *Third Edition* subject headings be replaced with the appropriate new headings as listed on the SCIS website at <<http://www.curriculum.edu.au/scis/database/changes.htm>> and also found in the guidelines for using *SCIS Subject Headings Fourth Edition*.

A wise precaution would be to perform any system maintenance and backup procedures as advised by your library system support prior to undertaking the initial use of *SCIS Authority Files*. Once these issues are dealt with however, we believe that *SCIS Authority Files* will provide significantly improved retrievability in school libraries.

SCIS Authority Files format

The authority entries within the cataloguing module of the SCIS database are encoded according to the *MARC 21 Authority Format* published by the Network Development and MARC Standards Office of the Library of Congress at <<http://lcweb.loc.gov/marc/authority/ecadhome.html>>. However, to assist schools whose library systems are not MARC-compatible, the *SCIS Authority Files* product comes in two formats: USMARC and ASCII (the American Standard Code for Information Interchange – defined as the most basic standard character set for 'plain text' computer files). The *SCIS Authority Files* product contains both formats, with selection of format made when copying the product.

A name authority file is scheduled to be added to the *SCIS Authority Files* next year, as *SCIS Authority Files 2001*. This will contain all the names of authors, editors, illustrators, narrators, composers, film directors, agencies and organisations that have been selected by SCIS cataloguers as 'main' or 'added' entry headings when describing those involved in the authorship and production of the resource. Thus there is an important distinction between, on the one hand, names of people and organisations viewed as *subjects* of a resource – these appear in the *subjects* file – and, on the other hand, those that appear in the *names* (ie of authors) file.

Improving Retrievability in School Libraries

SCIS is launching a new product, SCIS Authority Files, that will enhance retrievability in school catalogues.

All Teacher Librarians know that searching in a library catalogue is not as simple a task as it may appear at first glance. While the modern automated catalogue supplies the user with a wonderful array of searching approaches, it is nevertheless a common problem that not every relevant item in the collection on a particular topic or by a particular person or organisation is retrieved.

Given the cost of library resources, and the effort involved in putting records into the catalogue, it is a great pity if users cannot locate resources, or can locate only one of several items available, because they have searched under a variant form of a heading used in the catalogue. The use of *SCIS Authority Files* in a library software system is designed to deal with this problem and so improve retrievability of resources by users in school libraries.

The library software system may use the data from *SCIS Authority Files* to assist the user in a catalogue search by inserting two kinds of references into the catalogue:

- references that lead users who search on the non-allowed (non-used) version of a subject heading to the items they are seeking via the allowed (used) form; the library system may or may not (depending on its functionality) make this pathway obvious to the person searching the OPAC
- references that suggest to users who are searching under one subject heading (topic or name) other subject headings (topics or names) that may be more, or equally, helpful to them.

Most Teacher Librarians do not have the time to manually insert such comprehensive references into their catalogue as they add items to the collection. Adding such references through an automatic load of *SCIS Authority Files* should be a great boon to libraries and their users. After items have been added to the school catalogue, it will be a matter of activating the function that begins the matching process which ensures that references relating to any new headings in the catalogue are added.

Each entry in the *SCIS Authority Files* comprises:

- an allowed SCIS subject heading (a term, phrase or name that has been selected to represent a particular concept, person or organisation)
- the see or use references for variant ways of expressing the concept or name that direct the user to the allowed heading
- cross references from other associated (broader, narrower or otherwise related) headings used in the catalogue
- possibly one or more notes explaining how the heading is used in the catalogue and referring users to other types of heading that relate to it.

The subject authority file from the SCIS database is being released this year as *SCIS Authority Files Edition 1, 2000*. It consists of all the subject headings that have been assigned to the resources catalogued on the SCIS database on the Voyager system. There is a range of subject types, including: topical subjects such as Bushwalking, Ecology; geographical place names as subjects such as France - History, Perth (W.A.), Moon; and names of people, organisations, ships, television programs, motion pictures, computer programs, legendary characters etc, which are the subjects of the resource.

SCIS Authority Files is a much larger set of headings than that found in the *SCIS Subject Headings Fourth Edition* book. The book includes many notes instructing the cataloguer to devise headings in certain categories. The *SCIS Authority Files*, on the other hand, contains the headings devised using those instructions.

Issues to consider when introducing SCIS Authority Files

Library system software will be required to do clever things with the *SCIS Authority Files* data, such as:

- taking account of existing SCIS and other subject headings
- reporting to library staff the changes made by the system from the implementation of *SCIS Authority Files*
- updating new headings that have been added after the initial use of *SCIS Authority Files* by activating the update function in

the library software system which uses *SCIS Authority Files*.

SCIS advises schools to seek advice from, and strictly adhere to the instructions provided by, the school's library system support. Because different library automation systems handle these and other features differently, SCIS is unable to provide advice on how each specific system will use the data from the *SCIS Authority Files*. However, to assist schools in a generic way in considering whether *SCIS Authority Files* is appropriate for their system, and how best to use it, the SCIS Unit will provide FAQs on our website at <<http://www.curriculum.edu.au/scis/scisaf.htm>>. We will also continue to liaise with system vendors, who will provide advice to schools about the headings and linked references attached to items.

In addition, the SCIS Unit is liaising with system vendors to identify any issues in implementing the product. Areas for schools and vendors to consider include:

- ensuring that a load of *SCIS Authority Files* will not remove local curriculum-related references that have been inserted manually by Teacher Librarians
- the use of both old (replaced) and new versions of a heading in the catalogue; for example, if the Teacher Librarian has not yet removed all occurrences of a superseded heading such as **Aborigines**, and there are entries in the catalogue under both **Aborigines** and **Aboriginal peoples** (the new term), the insertion into the catalogue of a *see* reference: **Aborigines See Aboriginal peoples** may lead the user away from the older entries in the catalogue
- the use of two or more different subject heading vocabularies in the one catalogue, for example *SCIS Subject Headings* and *Sears List of Subject Headings*
- headings and linked references attached to items that might have been removed from the catalogue when weeding the collection
- because software generally operates on a character-matching process, so that even the small difference of a space or a full stop can result in a non-match, it is possible that some manual intervention and tidying

continued on page 6



Resources

EQ Australia

ISSN: 1320-2944

SCIS order no: 873222

4 editions annually

Subscription: individual \$30.80 (1 copy per quarter), institution \$74.80 (4 copies per quarter)

EQ Australia is a quarterly journal tackling issues of day-to-day importance to teachers and educators. Published by people in education for people in education, *EQ Australia* offers in-depth discussion and broad perspectives across a wide range of topics. Each issue provides reference material that retains its usefulness long after the cover date. Areas featured in recent editions include computers in education, civics and citizenship, vocational education, assessment, leadership, literacy and numeracy, curriculum targets, information technology and indigenous education.

A question of technology?

Dr Jamie McKenzie is well known to Australian teachers for his knowledge of information technologies in education and their potential to transform student learning, classrooms and schools. He supports student-centred engaged learning, with his approach informed by 30 years of experience as a teacher, principal and director of libraries and technology. He has

created a collection of easy-to-read essays and articles, available in two volumes, to equip educators and teachers to understand the potential of learning and communication technologies implemented in classrooms. Schools have invested substantial resources in computer hardware, software and Internet connections. Jamie McKenzie proposes that this investment now needs to be balanced against two critical elements: a clear focus on program goals and the provision of extensive professional development opportunities for all teachers.

How Teachers Learn Technology Best

Jamie McKenzie EdD

\$38.10

ISBN: 0967 407 818

SCIS order no: 993606

How Teachers Learn Technology Best provides successful strategies to integrate electronic tools into classroom practice to improve student learning. The first section of the book, A Question of Purpose, addresses the core issue of how to use technologies to deliver on their primary mission, effective teaching. The second section, A Matter of Strategy, outlines an approach to designing adult learning experiences applicable for schools implementing professional development programs for teachers.

Beyond Technology: Questioning, Research and the Information Literate School

Jamie McKenzie EdD

\$38.10

ISBN: 0967 407 826

SCIS order no: 1000658

Beyond Technology emphasises that a central purpose of schools is to improve the reading, writing and thinking of their students and advises against being distracted by a focus on the wires, cables, laptops and desktops associated with technology. This collection of articles examines the advantages of using communication technologies to engage learners and improve their learning through skills of critical literacy and effective information management.

The articles, presented in three sections – The Primacy of Questioning, The Research Cycle and Research Modules – provide practical steps for teachers to guide their students through questioning and analysis to achieve higher level thinking, problem-solving and decision-making skills.

These resources are available from Curriculum Corporation, fax 03 9639 1616 or email sales@curriculum.edu.au. \$8.00 postage applies for Australian orders.

Web-based research activities – a valuable learning activity?

Introducing students to web-based research tasks is a hot topic on which there is limited practical guidance available to teachers or Teacher Librarians.

Recent additions to the Curriculum Corporation Website offer free professional development tutorials for teachers who find that their lack of experience or confidence in the use of the Internet has so far prevented them from introducing students to web-based research techniques. Self-paced tutorials offer examples to illustrate research

principles and essential searching techniques, to explore and discuss various searching facilities available on the Internet (such as Yahoo and AltaVista) and to use them to search topics of interest. While the practical examples used are created around Studies of Asia and Science activities for year 7 and above, the tutorials themselves provide a valuable guide for any teacher with an interest in strengthening web-based research skills.

Participants in the tutorials are reminded to evaluate resources located by the web

search. They are asked to suggest their own criteria for evaluating Internet sources before reading articles included in the tutorial and discussing further issues that might arise. They also consider any additional criteria when assessing sites specifically for student use.

Connect to Asia EdNet through <http://www.curriculum.edu.au/accessasia/network/tutorial/> and to the Science Australia website through <http://www.curriculum.edu.au/sciaust/teachman.htm> for your free tutorial.

Internetting Corner

The following websites can be easily accessed on the Internet via the links found on the Curriculum Corporation's Connections Website for Issue No. 35 at <<http://www.curriculum.edu.au/scis/connect/connect.htm>>.

Biomes: Table of Contents

<http://www.runet.edu/~swoodwar/CLASSES/GEOG235/biomes/main.html>

Geography students studying the distribution and nature of the world's major biomes will find extensive links to information regarding the tundra, taiga, deciduous and broadleaf forests, tropical savannas and desertscrubs. Teachers could incorporate material from the modules into their own teaching units.

SCIS 1018159

Canberra Deep Space Communication Complex

<http://203.37.69.18/>

The Canberra Deep Space Communication Complex is a NASA facility operated under an Australian–USA Government agreement. The site covers Space Tracking, Spacecraft and Planets and Australia in Space, and includes information for schools planning excursions. Content is comprehensive with extensive space-related links.

SCIS 994575

Children's Books for Those Who Like Harry Potter

<http://childrensbooks.about.com/parenting/childrensbooks/msub027.htm>

Students who have read all the current books in the Harry Potter series and are after something in the same vein could be directed to the bibliographies on this website. Also available are several interviews with JK Rowling.

SCIS 1018224

Clickable Worksheets

<http://www.midcoast.com.au/~ttc/worksheet1.html>

Catering for most subjects and age groups, these web-based worksheets offer teachers and Teacher Librarians a structured approach to using the Internet. To complete the worksheets, students simply use the linked sites contained on the worksheets. A tutorial for those wanting to create their own clickable worksheets is a feature.

SCIS 1018245

Cornell Theory Center Math and Science Gateway

<http://www.tc.cornell.edu/Edu/MathSciGateway/>

Emanating from the Cornell Department of Education, this award-winning gateway provides links to a multitude of sites for both teachers and students of mathematics, science and physical geography in the middle and senior secondary years.

SCIS 1019015

The eSkeletons Project

<http://www.eskeletons.org/>

Created at the University of Texas, this website uses an osteology database to compare the bones of a human, chimpanzee and baboon. Bones, muscles, articulations and morphological features are highlighted using images, animation and an interactive virtual reality format.

SCIS 1019080

Human Anatomy Online

<http://www.innerbody.com/htm/body.html>

Secondary students studying human anatomy will appreciate the interactive nature of the website and the multitude of animated graphics and images it utilises. Topics covered include the nervous system, reproductive system, muscle system, lymphatic system and cardiovascular system.

SCIS 1019088

Louvre Museum Official Website

<http://www.louvre.fr/louvrea.htm>

Available in French, Spanish, Japanese or English, this website details the history of the Louvre, its collection and temporary exhibitions. Students will find the virtual tour, publications and databases useful for studying art. For those lucky enough to be heading to Paris you can also buy your Louvre tickets online!

SCIS 1019008

The OzScience Education Project

<http://www.csiro.au/briscsirosec/index.html>

A century of Australian scientific research and achievements are featured on this joint CSIRO–AIPS (Australian Institute of Political Science) site. Secondary science students are encouraged to participate in the hands-on OzScience experiments, which have been developed to highlight these important discoveries.

SCIS 1019057

PICMAN – An Index to Pictures and Manuscripts

<http://www.slnsw.gov.au/picman/welcome.htm>

The State Library of NSW has made available online thousands of pictures, photographs and documents relating to the history and development of New South Wales. An efficient search engine allows users to locate items easily.

SCIS 1019041

Solar System Simulator

<http://space.jpl.nasa.gov/>

Containing sophisticated software and video footage, this simulator allows users to view images of the planets and stars in the solar system using a variety of programmable dates and positions. This is another innovative site that has been jointly produced by NASA.

SCIS 982782

The World of the Vikings; the Definitive Guide to Viking Resources on the Internet

<http://www.pastforward.co.uk/vikings/index.html>

Teachers who are undertaking a unit of work on the Vikings should consult the impressive array of links available at this site. The links are well organised by topic, and are authoritative, pertinent and current.

SCIS 1019021

Zoom Dinosaurs

<http://www.enchantedlearning.com/subjects/dinosaurs/index.html>

Just about everything connected with dinosaurs is available on this encompassing site. The information is supplied in tiered text and graphics and is therefore suitable for a wide range of primary and junior secondary students. Teachers will appreciate the quizzes, craft activities and puzzles that are offered.

SCIS 1019028

Reviewed by Nigel Paull, South Grafton Public School. paull@turboweb.net.au

The Internet sites abstracted in Internetting Corner are often of a professional nature and should be initially viewed by teachers and Teacher Librarians to determine suitability for students. Remember: the links, content and even the address of a site may change quickly.

A day in the life of ...

I can still clearly recall my first experience with an Internet help line. My distance studies in Information Management through Monash University required home access to the Internet via a commercial Internet service provider and a piece of contemporary machinery that would hopefully support all the communications in cyberspace that were to occur. I felt quite enthusiastic about the prospect and was even a little smug as I contemplated my new technological prowess. This was not only going to be revolutionary, but easy ... surely?

Well, I hadn't figured on configurations and settings and proxy servers and the language of kilobytes, megabytes, gigabytes and 28K modems. Feeling like an impostor in the domain of evidently cleverer individuals, I began to despair. Communications over the Internet were beginning to look decidedly over-ambitious.

I reached for the telephone (a tug of the modem and the phone was reinstated) and endured some very irritating 'muzac' while I queued with other desperate technophobes for

the verbal guidance of an expert. I felt compensated for the hour I spent on hold when the patient and encouraging support person tolerated my ignorance and offered me some simple (yes, they were) solutions to my cyber-woes. An hour later and I was online!

That was more than three years ago. I have continued to study in distance mode, accessing most of my materials from sources on the web. I have mastered downloads and uploads and can even recognise a file by its file-type extension. I have not made another call to a help line since, and I can attribute this both to improvements in the user-friendliness of computer equipment and to the development of my own personal skills, which give me the confidence to problem solve independently whenever I can.

When I began my position in SCIS customer support in 1999, I was reminded of my own first call to a help line and my bewilderment at facing those alien technologies. I recognise the same trepidation in many of the voices calling the SCIS help line. While callers' levels of

experience vary enormously, the demand for human support in even the most minor matter remains evident.

Longstanding SCIS customers will recall what seemed to be the first significant step in the inevitable revolution of technology: when the microfiche was being phased out to be replaced by SCISCD. Since that time, SCIS customers have demonstrated their adaptability as they have embraced the introduction of products such as SCISWeb and the new *SCIS Authority Files* with remarkable enthusiasm.

There will no doubt be further advances in technologies and in the products produced by SCIS. However, the role of human customer support will certainly remain an important priority for SCIS, and I look forward to sharing this experience with SCIS customers. After all, our role is to make your life a little easier each day.

Bridie Mackay
SCIS Customer Support

The CC Club

The CC Club has been established to provide a bi-monthly electronic bulletin offering updates on new and forthcoming titles and special offers from Curriculum Corporation. As well, the latest free teacher support materials such as lesson plans and downloadable activities

available from the Curriculum Corporation Website will be announced. To find out more, email marcelle@curriculum.edu.au or register directly at www.curriculum.edu.au/accessasia/snapshot/ccclub.htm.

Special offer

While you are on the website, visit our on-line catalogue, download the order form, fax your order and receive a 10 per cent discount on any purchase, plus postage-free delivery. Your order must be received by 31 December 2000.

Content is King, but Content Management Rules (cont.)

manage their valuable content and to ensure they can move forward at the speed of education. The ad hoc approach adopted by others will miss the mark and maybe the target.

Colin Bell, Managing Director of Concord Australia, has been developing information management software in Australia for 14 years. Colin recently won an Australian Software

Design Award for his innovative content management solution, MASTERfile Edtranet, which has been successfully installed at over 200 primary and secondary schools across Australia.

Contact details:
Website: <http://www.concord.com.au>,
Telephone: 07 3368 1966,
Email: sales@concord.com.au

In the next issue of the *Connections* newsletter we will provide further information on the implementation of Intranet management systems. If you have any thoughts or comments on this or any other matters we are very keen to hear from you – you might even get published! Email scisinfo@curriculum.edu.au with your thoughts.

What's New?

1. *Learning for the Future second edition*

The need to address essential learning skills in the knowledge age is paramount. This edition of *Learning for the Future* builds on the processes and structure articulated in the first edition and highlights the increasing role of Information and Communication Technologies (ICTs) in the school's learning environment.

Using the concepts of information and knowledge management, the authors provide guidelines and indicators for developing information and ICT literacy in the school. A planning structure and a matrix of Information and ICT literacy are included for educators to use as the basis for school development and achievement of student learning outcomes.

Available February 2001 from Curriculum Corporation, fax 03 9639 1616 or email sales@curriculum.edu.au. \$8.00 postage applies for Australian orders.

2. *What is the Future School Network Classroom?*

The Future School Network Classroom is a virtual classroom environment controlled by the supervising teacher. The FS Network Manager currently provides for integrated learning in either the FS Mathematics or FS English program or both, and a soon-to-be released 9,000-word Spelling program.

FS provides schools with a peer-to-peer network solution utilising interactive multimedia systems with individual student access. Students can be organised into small groups for specialised learning, larger groups for classroom development or individual study in cases of independent remedial or advanced learning evaluation.

The Network Manager has the flexibility to enable each student in the class or group to be studying a different lesson within the FS program. The program monitors individual student progress through each step and stores the results for future reference. This allows the teacher to observe trends in

student performance over time, plan lesson structures in advance and generate reports on student network activity as well as perform other administrative tasks including password management and control of individual pass marks.

The program will record any questions the student answered incorrectly so that the supervising teacher can guide the student in revision. The Network Manager also has a monitoring function built into it that allows teachers to observe student activity on the network while a lesson is in progress. The Mathematics and English programs, incorporated under the FS network classroom, provide each student with access to over 500 specifically designed lessons for K to year 12.

For additional information go to the website at <<http://www.futureschool.com>>, and for details concerning price and installation call (02) 4323 3988.

Cataloguing News (cont.)

Education, Secondary

Add RT Middle schooling

Food

Add NT Convenience foods

Food, Dried

Add RT Convenience foods

Food, Frozen

Add RT Convenience foods

Food habits

Remove UF Junk food

Add RT Convenience foods

Industrial management

Add RT Project management

International law

Add NT Crimes against humanity

Kindergartens

Add BT Early childhood education

Management

Add NT Project management

Massacres

Add RT Genocide

Replace the reference entry for **Military atrocities** with:

Military atrocities

For works on military atrocities in specific wars, use the name of the war* with the subdivision Atrocities, e.g. World War, 1939-1945 – Atrocities.

Mixtures (Chemistry)

Remove UF Mixtures

Murder

Add BT Genocide

Operations management

Add RT Project management

Pregnancy

Add NT Pregnancy and adolescents

Race relations

Add RT Genocide

Rocks

Remove BT Mixtures (Chemistry)

Separation (Chemistry)

Remove UF Separation

Slavery

Add BT Crimes against humanity

Steroids

Add NT Anabolic steroids

War crime trials

Add RT Crimes against humanity

World War, 1939-1945 – Atrocities

Change to UF Atrocities, Military Atrocities



Cataloguing News

New, amended, replaced subject headings

The national SCIS cataloguing agencies have recently approved the following new subject headings.

Convenience foods

- UF Fast foods
- Fast-food
- Food, Convenience
- Junk food
- Pre-packaged meals
- Snack foods
- Snacks
- Takeaway food
- Takeout foods
- BT Food
- RT Food, Dried
- Food habits
- Food, Frozen

Crimes against humanity

- UF Atrocities
- BT Criminal law
- International law
- NT Genocide
- Slavery
- RT War crime trials

Early childhood education

May subdiv. geog.
Use for works on the activities and schooling that are intended to effect developmental changes in children from birth to age 8 or 9. Works restricted to the education of children before entering grade/year 1 in primary school are entered under Education, Preschool.

- UF Children – Education
- Early years of schooling
- Education, Early childhood
- Schooling, Early years of
- BT Education
- NT Education, Preschool
- Kindergartens
- RT Education, Primary

Genocide

See also names of specific acts of genocide*, e.g. Holocaust, Jewish, 1939-1945.

- UF Ethnic cleansing
- BT Crimes against humanity
- NT Murder
- RT Massacres
- Race relations

Middle schooling

May subdiv. geog.
Use for works on educational issues relating to upper primary to lower secondary school, typically years 5–9, covering children/adolescents aged 10–15 years. For educational issues affecting adolescents aged 13–18 years, use Adolescents – Education.

- UF Middle schools
- Middle years of schooling
- BT Education
- RT Education, Primary
- Education, Secondary

Pregnancy and adolescents

- UF Adolescents – Pregnancy
- Adolescents and pregnancy
- Child mothers
- Pregnancy – Adolescents
- Pregnancy, Adolescent
- Pregnancy, Teenage
- Teenage mothers
- Teenage pregnancy
- BT Pregnancy

Project management

Use for works on the coordination of resources to ensure the effective planning and completion of a project.

- UF Project planning
- BT Management
- RT Industrial management
- Operations management

Sentencing (Criminal procedure)

- UF Gaol sentences
- Jail sentences
- Mandatory sentencing
- Periodic detention
- Prison sentences
- Sentences (Criminal procedure)
- BT Criminal justice, Administration of

In addition, the reference structures of some new subject headings announced in *Connections* Issue 33 have been revised following further consideration by the cataloguing agencies. The revised headings are as follows.

Anabolic steroids

- BT Steroids
- RT Drugs and sport

Mixtures (Chemistry)

- NT Colloids
- RT Separation (Chemistry)
- Solution (Chemistry)

Separation (Chemistry)

- BT Chemistry – Experiments
- Chemistry, Analytic
- NT Chromatography
- RT Mixtures (Chemistry)

Additional references and some changes to existing references resulting from these decisions are as follows.

Replace the reference entry for **Atrocities, Military** with:

Atrocities

USE Crimes against humanity
For works on military atrocities in specific wars, use the name of the war* with the subdivision Atrocities, e.g. World War, 1939-1945 – Atrocities.

Chemistry, Analytic

- Add NT Separation (Chemistry)

Children – Education

- Add USE Early childhood education

Criminal justice, Administration of

- Add NT Sentencing (Criminal procedure)

Criminal law

- Add NT Crimes against humanity

Drugs

- Remove NT Anabolic steroids

Drugs and sport

- Change NT Anabolic steroids
- to RT Anabolic steroids

Education

- Add NT Early childhood education
- Add NT Middle schooling

Education, Preschool

- Change UF Early childhood education
- to BT Early childhood education
- Remove UF Education, Early childhood

Education, Primary

- Change UF Early childhood education
- to RT Early childhood education
- Remove UF Education, Early childhood
- Add RT Middle schooling

continued on page 11