



scis

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SCHOOLS CATALOGUE INFORMATION SERVICE

connections

Hyperlinking: Some Legal Issues

In this issue...

Authority File Maintenance – An Ongoing Task	2
SCISWeb Handy Hints	3
CC News	4
Content is King, but ... (part 2)	5
Implementing Information Services	6
What's New?	7
Internetting Corner	8
Resources	9
Making Metadata Work – Practical Issues	10
<i>SCIS Authority Files vs SCIS Subject Headings</i>	12
Cataloguing News	13
Cataloguing News – VET Headings	15

In this issue of Connections we continue to explore the function of the Internet, Intranets and content management systems. When implementing an online information service in your school by connecting your school's Intranet to the World Wide Web, you should consider the information presented in this article.

One of the salient features of the World Wide Web (WWW) is the ability to link to other pages or to other parts of a document by means of a hyperlink (also known as a link, hypertext link or hotlink). It is this ability to hyperlink that enables a user to browse or 'surf' the WWW rather than using more time-consuming and complex tasks to retrieve information, and that effectively gives the WWW its 'weblike' nature.

As with the emergence of any new technology, the exponential growth of digital technology and the Internet have brought with them their own set of legal conundrums and resulting legal debates. Consequently we have a 'technology revolution', but essentially a legal vacuum in which laws that were created for a print-based medium, and then developed for other more tangible mediums such as film, must be applied. The law is attempting to address the issues raised by digital technology but lags behind its development and use.

Hyperlinking has various forms, such as inlining and outlining. Inlining is the means

by which a WWW user can go to another site by clicking on a link. Outlining is the process by which a document, audio clip or image contained in one web page can be brought into another web page with the viewer unaware of its origin in what appears to be a seamless website. Whatever the form, hyperlinking raises a number of potential legal issues such as copyright or trademark infringement, passing off, commission of various torts and breach of contract.

The material contained in this article is for general information only and is not intended to be, nor should be relied upon as, a substitute for legal or other professional advice.

A detailed analysis of the complex and varied legal issues which can arise from activities such as hyperlinking is beyond the scope of this article. In short, it appears that the owners of websites to which a hyperlink has been created do not generally challenge the use of an inline hyperlink to their home page when the link itself is not misleading as to the ownership of the destination site and does not have a negative effect on the revenue of the destination site.

continued on page 2

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Hyperlinking: Some Legal Issues (cont.)

At this stage there has been no definitive legal pronouncement on the legality or otherwise of hyperlinking. However, from the limited court cases in which the issue has arisen and the direction being taken by international bodies and national governments, it is possible to offer some guiding principles:

- Check the destination website for any prohibition on hyperlinking, conditional permission or requirement for specific permission.
- Only link to the home page of a website.
- Ensure that the form in which the actual hyperlink on your website appears is not misleading in relation to the destination site and does not breach any intellectual property rights of third parties (for example using a registered trademark inappropriately).
- Seek permission to use outline links and frames.
- On your website include a disclaimer in

relation to destination sites to which you have provided hyperlinks.

While the law continues to lag behind technological development, users of the WWW and, in particular, those who create websites and hyperlinks need to tread carefully but need not abandon the arguably indispensable practice of hyperlinking.

Edwina Marshall is a Corporate Solicitor with Curriculum Corporation.

Authority File Maintenance – An Ongoing Task

We have been using the power of our library system in the ongoing maintenance of our authority files.

As we prepared to move to a new library system we decided that our data should be as 'clean' as possible for the data conversion process. But we realised that, like most Teacher Librarians, we had been so busy adding data we had not taken the time to check it thoroughly.

Before we began this process we met as a team and made sure our standards were going to be accurate and consistent with best practice and to meet the needs of our school community – *Anglo-American Cataloguing Rules Second Edition, 1988 Revision* was to be a constant companion! Initially, when we printed out all the authority files (with the exception of subject headings) we were a little apprehensive about the inconsistencies we thought we would find. Printing out the authority files allowed us to see easily any errors or typos and to pencil in comments and reminders. Each member of the library team was allocated an authority file (eg, subject, title, series) and we aligned, changed and deleted our way through each entry in the folder. Best of all we found that the authority files weren't in too much disarray, and we easily met our deadline.

We have continued this maintenance program with the global processes being incredibly fast on the new platform, taking only seconds instead of minutes. Due to this speed and the

fact that errors stand out clearly in the authority files, we can now fix problems immediately.

Subject headings and cross references

At St Margaret's the process of maintaining our subject authority is being undertaken in manageable batches, working with a 20-page printout of subject entries at one time. The entries are checked for spelling, consistency with the *SCIS Subject Headings Fourth Edition*, common appearance, appropriateness and, in some cases where there is doubt, whether there are actually resources attached to the heading. Alignments, changes and deletions are then made to the relevant entries in the subject authority file using the subject maintenance module of our library system. At the same time we are updating cross-references where we feel these would benefit accessibility to resources.

Due to the previous huge task of retrospective cataloguing we added *see* and *see also* headings by looking at research topics and anticipating need or checking our 'failed OPAC searches' report. This is a great feature of our library automation system as it allows us to see what students are entering as search terms and then failing to achieve a hit.

When we turned our attention to the Fiction collection we decided to review the subject headings before we began adding or revising items on the database. We wanted to simplify the searching process for our students. We were really impressed by the SCIS genre

headings but felt they did not go far enough – we needed more.

The first step was to compare the SCIS list with various lists from journals and books on adolescent literature. A genre list was formulated, using the exact SCIS genre headings where they existed, always keeping in mind the terms and headings we thought our students would search under. We consulted with the English department, who agreed with our decisions and made suggestions where we were uncertain.

Maintenance of authority files is an ongoing, ultimately rewarding task. We would advise Teacher Librarians and other school library staff to undertake the process in small manageable 'chunks' and to use the power of the library system to make changes and corrections easily.

*Carolyn Brown and Jane Withers
St Margaret's School, Berwick, Victoria*

Note: Carolyn Brown and Jane Withers have provided SCIS with the list of genre headings they have devised for their library. SCIS will consider which genre headings could be adopted for inclusion in SCIS Subject Headings. We are happy to consider any proposals for new headings. Please refer to the form for New Subject Heading Proposals at <<http://www.curriculum.edu.au/scis/database/propose.htm>>.

SCISWeb Handy Hints

1. Creating lists of websites catalogued on the SCIS database

SCIS has catalogued over 1,200 websites on the SCIS database. A number of SCIS users have asked us how they may identify these websites and use a list as a selection tool for their own library catalogues. The following instructions may assist in producing a list of titles for browsing or printing.

(a) To produce a list of all website titles catalogued by SCIS, perform the following search in *SCIS OPAC*:

- From the *SCISWeb Online Ordering* screen select *SCIS OPAC*. Click on *OK*.
- Click on *Builder* button. Click on *Limits* and select *Computer File* in the *Medium* category (Note: using the limits in *SCIS OPAC* will ensure that only items which have been identified as *Computer Files* will be retrieved).
- Click on *Set Limits*. Ensure that *Builder* search screen displays *Search limits are in effect*.
- In the *Search for* window, type the term *website*, leaving the default as *a phrase*.
- In the *Search in* window leave the default setting on *Title*. Scroll down and set page display to *50 records per page*.
- Click on *Search* button. The results will be displayed alphabetically through each year, beginning with websites created in 2001.

(b) To produce a list of websites catalogued in a particular month, eg January 2001, perform the following search in *SCIS OPAC*:

- From the *SCISWeb Online Ordering* screen select *SCIS OPAC*. Click on *OK*.
- Click on *Command* button. In the search window type the term *website AND "Jan? 2001"*. (Note: The '?' will truncate the month and retrieve records catalogued as either January or the abbreviated Jan.)
- Set page display to *50 records per page*. Click on *Search* button. Results will be displayed in alphabetical order by title.

The dates that appear in the resulting lists refer to the creation date of the website and not the date the website was catalogued by SCIS.

Note: These steps will provide you with a list of titles only of the catalogued websites. To download the SCIS records for your selected websites you will need to locate the SCIS order numbers in *SCIS OPAC* and then process them in *SCISWeb*.

2. Searching by ISBN in SCIS OPAC

Occasionally a record downloaded from *SCISWeb* will not match the resource you intended to catalogue, despite having an identical ISBN. This may be attributed to the practice of some publishers of duplicating, or 'recycling' ISBNs. In order to obtain the correct record for your resource you can locate the

SCIS number in *SCIS OPAC* and use this when you process your order in *SCISWeb*.

- On the *SCISWeb Online Ordering* screen choose *SCIS OPAC*. Click on *OK*.
- Click on *Builder* button. Place the cursor into the top field on the screen, and scan (or type) the ISBN.
- In the *Search in* field use the pull-down arrow to select *ISBN*.
- Click on *Search* button. *SCIS OPAC* will retrieve any catalogue records matching the ISBN entered. You will be able to identify the correct resource by title. Note the SCIS number of the correct item and process your order in *SCISWeb*.

Scan

Scan is the premier professional journal for Teacher Librarians and teachers in primary and secondary schools. *Scan* specialises in promoting collaborative teaching and learning and the effective use of resources and information services across the whole school curriculum.

There are four 88-page issues of *Scan* each year. Articles featured include:

- best practice in teaching and learning
- effective integration of information technology in all key learning areas
- new curriculum resources from NSW Department of Education and Training

- ideas for library and resource management
- latest research and its relevance for teachers and Teacher Librarians.

In addition, every *Scan* contains approximately 200 resource reviews and 60 Internet site reviews. These reviews, written by a team of practising teachers and Teacher Librarians across NSW, are invaluable to schools with limited budgets.

To receive a Tax invoice—Subscription form, please contact: The Subscriptions Clerk, *Scan*, Private Bag 3, Ryde, NSW, 2112, or fax: 02 9886 7413.

CC News

1. The dot ...

This time last year there was considerable ballyhoo about the new millennium, not to mention debate about whether it was in fact the millennium. Well, I'm not sure that too many people care now. One year is much like any other these days, although the likeness is in their differences: 'the only constant is change'. Perhaps one other constant is the growth of 'the dot' – that is, 'dot com' business and e-commerce. SCIS became 'dotted' (in the sense of online delivery) several years ago but, as I explain further below, we are yet to fully embrace schools' needs for increasingly digital content, including Internet sites, electronic journals and so on. That is our big challenge for 2001, and we look forward to working with our colleagues in schools, state and territory departments and library software vendors to achieve this.

The year 2000 was a productive one for SCIS. Schools downloaded another 4 million records from the SCIS database, saving about \$30m in Teacher Librarian time. We hit the '1,000 unique users in a day' mark during the year, making SCIS one of the more heavily used school sites in Australia. SCIS undertook the survey of school library holdings on behalf of the Department of Communications, Information Technology and the Arts' Educational Lending Right project. We launched a new product, the *SCIS Authority Files*, which has been received with much enthusiasm by school libraries.

In November 2000, the Curriculum Corporation Board endorsed a strategic plan for SCIS for 2001–2002. We have three major goals. The first goal is to ensure that SCIS products and services respond to schools' evolving needs, especially in the management of digital resources. We are aware that schools are developing a range of strategies and practices to manage digital resources and their integration with physical resources, and we have instigated research into schools' needs in this area. We will also contribute to an improved understanding by Teacher Librarians of subject headings, controlled vocabularies, and resource discovery and search strategies.

In addition we will continue to liaise with library system vendors and assist library automation systems to meet school library needs.

The second goal is to consolidate *SCIS Subject Headings* as the primary controlled vocabulary for resource discovery for Australasian schools. This will involve close liaison with education.au limited (which manages EdNA Online) and others to facilitate the shared creation of SCIS, EdNA and other metadata records. We will also undertake a major review of the *SCIS Subject Headings* list to create a more comprehensive thesaurus structure, broaden the definition of literary warrant, introduce new language to reflect outcomes-based curriculum, increase the specificity of headings to cater for digital resources and ensure that the headings are driven by student learning needs.

Our third goal is to review and re-engineer work practices within the SCIS unit to utilise new information and communication technologies.

The SCIS team for 2001 is Tricia Nathan (Marketing, Customer Support, Client Relations), Jenny Baran (Customer Support, Client Relations), Jan Matthews (Product Development, Technical Support), Leonie Bourke, who joined us in 2000 (Voyager System Support, Cataloguing, Special Projects), and Steven Haby, who will take up our senior Cataloguing and Metadata position early in 2001.

2001 is shaping up to be a challenging year. We will keep you informed!

Keith Gove
General Manager, Operations
Curriculum Corporation

2. SCIS 2000 National Conference

Delegates from Curriculum Corporation, national SCIS cataloguing agencies, Charles Sturt University and education.au met in Canberra on 27–28 October, directly after the ALIA Conference. We were pleased to welcome guest speakers including Karen Visser and

Maureen Waterhouse, Teacher Librarians from Merici College, Joan McKay, Teacher Librarian from Dickson College, and Margaret Brookes and Mandy Cox from the Educational Lending Right Project.

The main purpose of the conference was to identify major influences on SCIS and to propose strategic directions for the service for 2001–2002. Other outcomes from the conference include:

- Endorsement of the continuation of website cataloguing. A number of opportunities for improving this service were discussed, including identification and reporting of dead links, systematic reviews of website content and sharing and conversion of data between SCIS and EdNA.
- The Table of Contents trial indicates that the project is sustainable and worthwhile, and will therefore be incorporated into the *SCIS Standards for Cataloguing and Data Entry*.
- The use of summaries or abstracts to further enhance subject access will be investigated.
- A review of the nature and intent of the *SCIS Subject Headings* list will be undertaken, recognising that the list is now being used in ways not envisaged when it was originally developed.
- SCIS will investigate making the Voyager cataloguing module available to teaching institutions to assist in the understanding and function of controlled vocabularies.

Note: Teaching institutions already have access to *SCISWeb* with emphasis on the use of *SCIS OPAC* as part of the cataloguing and resource collections development units.

Content is King, but Content Management Rules (part 2)

In Connections 35 we published part 1 of this article by Colin Bell, Managing Director of Concord Australia (see pp 1–2, 10 of Issue 35). Colin Bell continues by explaining some of the key concepts for effective content management.

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 knowledge* 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 relevant to each school's teaching and learning objectives.

Publication

Publication is a set of complimentary functions applied to all aspects of content management so that you can deliver effective and efficient management of and access to your content. It must include the following steps in an environment that can be easily managed by non-expert IT personnel:

- categorisation: applying metadata strategy to the content, relevant to context
- publication business rules
- curriculum life cycle policy
- submission
- search and retrieval
- individual and school knowledge.

Categorisation

Categorisation is the process of assigning 'aboutness' attributes to a resource by applying a school's pre-defined metadata and business rules. Metadata attributes include:

- author
- general subjects
- title
- hierarchical classification

- medium
- specific subjects
- security
- arbitrary comments.

These attributes are developed using a methodology driven by Teacher Librarians and information management specialists, and implemented using a technology that provides for the capture and management of required metadata.

Publication business rules

Publication business rules are a set of pre-defined guidelines that reflect a school's environment and practices. Rules should define and monitor the acceptable application of metadata standards for profile definition and naming conventions (title, author, media, subjects, folders, security), to ensure consistent storage and retrieval of content.

Curriculum life cycle policy

Curriculum life cycle policy reflects the usefulness and availability of content within a school's current curriculum cycle. An effective life cycle policy must manage and support the following concepts to ensure that only current content is available to staff and students on the Intranet, but historically valuable content is accessible if and as required.

- automatic release and publication
- automatic reinstatement
- review management
- authorised republication
- authorised retention, archive and deletion policy.

Notification

Notification is the process of proactively alerting relevant staff members and students about the availability of content of interest to them. It should:

- automatically match content and knowledge to people
- allow for manual matching of content and knowledge to people
- monitor and learn what people need to know
- help people to remember what they do know.

In this way all students, teachers and staff are kept up-to-date with and can share the school's knowledge assets.

Submission

Submission is the process of moving content from its place of creation to the Intranet. This process must provide a simple interface to allow non-technical teachers (content authors) to:

- move content to the Intranet
- assign metadata attributes
- indicate publication sequence
- assign a curriculum life cycle policy
- edit published content.

This way, bottlenecks are eliminated from the publication process and knowledge is disseminated quickly and efficiently throughout the school.

Search and retrieval

Search and retrieval provides an interactive environment that allows staff and students to seek relevant information on demand and to retrieve it regardless of their local environment. This environment should include:

- simple searching
- advanced searching
- full text retrieving
- dynamic navigation
- automatic linking of similar content
- displaying of content in native format
- conversion of content in HTML.

This environment provides users with a variety of manual and automatic search and navigation paths to a school's total knowledge assets.

Building individual and school knowledge

Build both individual and school-wide knowledge by proactively capturing individual expertise, skill sets and experiences (tacit knowledge), then linking to a school's metadata, integrating with the school's content (explicit knowledge) and tracking individual access to all managed knowledge. This process should include mechanisms for the following, to ensure that a school's total knowledge portfolio is captured and used.

- capturing tacit knowledge
- integrating tacit and explicit knowledge
- tapping personal expertise and skills
- managing and recalling individual knowledge
- managing and recalling corporate knowledge.

Implementing Information Services

SCIS welcomes feedback and contributions from our readers and material we receive may be published in a future issue of Connections.

In Connections 35 we published an article by Colin Bell, Managing Director of Concord Australia. The article 'Content is King, but Content Management Rules' inspired the following response from Paul Kidson, Director of Studies at All Saints' College, Bathurst, NSW. Part 2 of Colin Bell's article appears in this issue of Connections.

Many schools are struggling with the question of how to implement information services successfully. Although they recognise the value of current and emerging technologies and their application to teaching and learning, schools face various struggles that compound the enormity of the task. I would like to offer suggestions concerning two critical factors that come into play when managing the move into new areas of technology such as the Virtual Private Network (VPN) or, as in the last issue of *Connections* (pp 1–2, 10), a Campus Wide Intranet Management System (CWIMS) such as that described in use at Stuartholme School.

The teaching profession is at a significant point. The mean teacher age continues to climb, university graduates are choosing careers other than teaching, and technology is both changing and creating the shape of future teaching and learning. One of the demands on schools is helping staff take on the challenges, to see them as positive and valuable. In my

own situation, this has been achieved through the successful implementation of a computerised student administration and reporting database. Based on FilemakerPro 5.0 and running across the College's network, the database utilises a user-friendly interface and is icon driven. As staff have completed reports, or looked up and printed class lists, or checked our online calendar for available dates for excursions, they are utilising many of the skills required to access Intranet and Internet information such as network logging, refined searches, relational information, site navigation and export and/or copy information.

Staff had been reluctant to implement the use of information services and technology in their teaching and learning programs due to a lack of experience and/or confidence. However, since experiencing an easy-to-use database running on a network, they are much more positive about exploring the use of these technologies in their teaching. There is still much to be done; our task is now to capitalise on the opportunity.

For schools in which such issues do not exist, there can still be areas of concern in implementing and using VPNs or CWIMSs effectively. On the assumption that staff are (or have become) confident in using such information-resourcing strategies, equity of student access continues to be a serious concern. While at school, students may have significant access to Intranet and Internet services through the school's resources, which can be very extensive. However, once they leave the school campus students may not have the same equity of access.

While it is true that Internet connection continues to rise at staggering rates, it is not the case that all students have access to a VPN or CWIMS from home. It therefore becomes important that teaching and learning practices associated with the use of a VPN or CWIMS do not work on the premise that all students are able to access this information from home. If it does, it produces an immediate disadvantage for those students unable to access the information once they are off campus. Any teaching and learning program that builds in elements of compulsion must be reconsidered in light of access and equity. It continues to be a challenge for schools to provide teaching and learning programs that do not disadvantage students from families who are unable to provide electronic access for their children.

Schools have always been information managers. Current and emerging practices continue to pose problems for information services managers and school leaders alike. In solving these problems, however, the human element must never be taken for granted, in regard to either the staff or the students. Solutions must embrace and involve both to achieve a positive outcome for all.



What's New?

1. New release

The revised edition of the *SCIS Standards for Cataloguing and Data Entry* will be available in 2001. The *SCIS Standards* are applied by SCIS cataloguing agencies to ensure the consistency and quality of SCIS catalogue records. These standards are based on international cataloguing and classification standards and are customised to meet the needs of Australian and international schools and students.

This new edition of the *SCIS Standards for Cataloguing and Data Entry* features:

- A comprehensive revision of the section on MARC coding, including a new chapter on MARC authorities. The MARC coding section includes helpful examples illustrating the practical application of SCIS standards.
- A new chapter addressing the cataloguing of websites.

- A full update with all decisions made by the national cataloguing agencies to December 2000.
- Detailed contents pages and an index.

Further details are available at <http://www.curriculum.edu.au/scis/handouts/handouts.htm>.

2. Conferences in 2001

The International Association of School Librarianship (IASL) conference will be held on 6–12 July 2001 in Auckland, New Zealand. In 2001 the IASL conference will be held in the South Pacific region for the first time. This is a wonderful opportunity for Teacher Librarians from Australia and New Zealand to participate in an international forum and hear about developments in school libraries around the world. Follow the links to the conference website from www.iasl-slo.org. This website

is being updated regularly and will include program details.

The ASLA XVII conference 'Forging New Directions' will be held on 1–4 October 2001 at the Twin Waters Resort on Queensland's Sunshine Coast. Curriculum Corporation is delighted to sponsor the SCIS oration, to be given by Dr Ross Todd. Ross is the Head of Department in Information Studies at the University of Technology, Sydney, and has a special interest in information and knowledge management in schools. The ASLA conference is attended by Teacher Librarians from all around Australasia. It offers school library professionals the chance to meet their peers and explore new directions in school libraries. More information is available at <http://www.sunweb.net/slaq/asla/>.

Content is King, but Content Management Rules (part 2, cont.)

The golden rules of publication

- Don't leave the management of your content to the IT department.
- Provide mechanisms to capture tacit and explicit knowledge (content).
- Design and develop a content categorisation strategy.
- Empower teachers, students and staff with the ability to publish their own content.
- Monitor the publication process using established rules.
- Ensure content is current.
- Ensure content can be found.

- Ensure content is disseminated.
- Ensure school-wide and individual memory are preserved.

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 amount of quality content. Some schools have recognised this and put into place a sound and planned structure to

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

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.



Internetting Corner

The following websites can be easily accessed on the Internet via the links found on Curriculum Corporation's Connections Website for Issue 36 at <<http://www.curriculum.edu.au/scis/connect/connect.htm>>.

Air Travelers

<http://www.oms.edu/explore/physics/air/>
Senior primary teachers who are teaching buoyancy, properties of gases and temperature may wish to combine aspects of these topics and use this site to study the technology involved in hot air ballooning.
SCIS 1030175

ANZAC Day

<http://www.acn.net.au/articles/anzac/>
Comprising information and links about the Anzacs and Anzac Day, the information at this site is a subsection of the extensive database Australia's Cultural Network, an initiative of the Australian Federal Department of Communications, Information Technology and the Arts.
SCIS 1030033

AskERIC Lesson Plans: Physical Education

http://ericir.syr.edu/Virtual/Lessons/Phys_Ed/index.html
Designed for primary teachers who are after additional ideas for teaching PE skills, this site offers detailed lesson plans for games, gymnastics, fitness skills, orienteering and team sports.
SCIS 1030168

Ask Jeeves for Kids

<http://www.ajkids.com/>
Similar in concept to the adult site Ask Jeeves, Ask Jeeves for Kids allows students to frame their web searches in plain English with no complicated search strategies. The search results in a single website that the Ask Jeeves for Kids researchers deem to provide the best answer to the question.
SCIS 1010660

Australian Native Bush Food (Tucker) Links

<http://www.senet.com.au/~samantha/bushfood.html>
An abundance of information and links relating to all aspects of Australian bush foods are

presented on this site. Topics covered include plants, bush food industries, Aboriginal plant use, recipes, suppliers and restaurants.
SCIS 1030049

FedGov – Home

<http://fed.gov.au/>
For anyone wanting to locate Commonwealth government departments, services, authorised information or media releases, this official site will make the task simpler. Advanced searches are possible and links to state governments are available.
SCIS 1030164

Guinness World Records – Home

<http://www.guinnessworldrecords.com/home.asp>
A perennial favourite with students, this engaging online version of Guinness World Records contains a search engine, randomly generated records, games and daily top stories.
SCIS 1030022

National Library of Australia's Federation Gateway

<http://www.nla.gov.au/guides/federation/>
Primary and secondary students researching the centenary of Federation will find a wealth of pertinent information present. Of particular importance are the primary source materials, digitised images, websites and exhibition details.
SCIS 1026879

New Zealand Plants

http://www.sbs.auckland.ac.nz/biology_web_pages/nzplants/index.htm
New Zealand's native flowering plants, mosses and liverworts, ferns and cone bearing plants are covered in detail using computer animations, photographs and text. Teaching resources are also available.
SCIS 1030086

www.PopSci.com – Best of the Web 99

<<http://www.popsci.com/features/bow99/>>
Popular Science has selected these 50 diverse science and technology sites as the best from 1999. Many of these sites are suitable for secondary science students, but teachers would need to set aside time for further investigation.
SCIS 996006

Introduction to Windows to the Universe

<http://www.windows.ucar.edu/>
Developed by the University of Michigan and funded by NASA, this resource includes an array of animations, images, movies, documents and data regarding the interrelationships of earth and space sciences.
SCIS 1030094

OzLit@Vicnet – Australian Aboriginal Writers

<http://home.vicnet.net.au/~ozlit/abowrits.html>
As part of OzLit, this site contains a comprehensive database of information about leading Australian Aboriginal and Torres Strait Islander writers, storytellers, illustrators and poets.
SCIS 1030190

Skateboard Science

<http://www.exploratorium.edu/skateboarding/>
By incorporating the focus on physics and skateboards, secondary science teachers can add a contemporary emphasis to their lessons on gravity, momentum, friction and centripetal force.
SCIS 1030187

Teachers@work

<http://www.work.co.nz/>
Emanating from New Zealand, Teachers@work reviews educational websites for a worldwide audience of teachers. Over 3,000 websites are currently available, each reviewed and rated according to set criteria.
SCIS 995987

The World Time Server – Correct, Current, Local

<http://www.worldtimeserver.com/>
By simply clicking on a country, state or city, the current time (incorporating daylight savings) in any part of the world is displayed. Another feature is that times can be compared between two different places on the globe, now and in the future.
SCIS 1011929

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.



Resources

A global perspective – three new resources

Curriculum Corporation, in conjunction with AusAID, has produced three new curriculum resources for global education. Subtitled 'Global perspectives in the classroom', the three books are *Think Global* (lower primary), *Look Global* (upper primary) and *Go Global* (lower–middle secondary). The materials in each of these books are designed to incorporate a global perspective into existing programs rather than approaching this as a separate area of the curriculum. Here we review the two primary level books; *Go Global* will be reviewed in a later issue of *Connections*.

Think Global: Global perspectives in the lower primary classroom

Teacher resource

Author: Rebecca Reid-Nguyen

Publisher: Curriculum Corporation and AusAID

RRP: \$38.10

SCIS order no: 962687

ISBN: 1 86366 361 4

Those uninitiated in global education will find Part A of this book a very good starting point. It addresses definitions that underpin global education in a clear manner, outlining key issues for teachers. Good practitioners, particularly those oriented to including global education perspectives in their teaching, will find Part B confirming what they already know. There are some excellent delivery strategies, which could be valuable additions to anyone's teaching repertoire.

The units in Part C cover a range of issues that face the developing world. Key themes are

approached through activities that support and develop the concepts being explored. The topics covered include common themes such as human rights and peace as well as more abstract concepts like interdependence and communication and conflict management. The range of activities for each unit is substantial, for example, in the unit Interdependence there are over 30 activities.

These activities are concisely explained, often using games, movement activities or visual arts focus to engage the students. Samples of students' work give pointers to how some sessions may develop. I can see this resource being used by a teaching team, developing a whole unit on any one or more of the concepts it addresses. Alternatively it could be used as a grab bag of ideas to include in a range of units. The book would be a useful addition to the library of any primary school in which teachers are interested in developing these important concepts.

Reviewed by David Rothstadt, Glenhuntly Primary School. Published in Ethos (Victorian Association of Social Studies Teachers Inc.) P-6, vol 8, no 3, 2000 pp 11-12, reproduced with permission.

Look Global: Global perspectives in the upper primary classroom

Teacher resource

Author: Roslyn Guy

Publisher: Curriculum Corporation and AusAID

RRP: \$32.65

SCIS order no: 987799

ISBN: 1 86366 363 0

This teacher resource is for use in the upper primary school but may be easily adapted for the middle school. The contents page outlines very clearly the unit name, subtopics and focus questions in each unit. Units are cross-referenced with Studies of society and environment strands and strand organisers eg, Time and change, allowing for units of work to be implemented as presented or in part.

The ten units cover common themes and topics in the primary curriculum including food, media, rights and responsibilities, peace and war, service and environment. This makes it a very useful resource in integrating global perspectives into other curriculum areas such as English, mathematics and integrated studies.

I have used this resource as part of our Technology unit on Media. The activities were used to commence an inquiry approach, which involved investigating issues in the media such as information, communication, bias, fair reporting, social responsibility and the effect media has on our daily lives and attitudes. This was then followed by the Technology approach of design and produce.

The book uses a range of strategies including discussion, investigation, role-play, co-operative group tasks and collecting and recording information. Most importantly it supports tasks with topic information for the teacher and students. It also provides teachers with information on working with statistical data and lists classroom resources and references for each unit of work. A clear layout makes each unit easy to follow.

continued on page 14

Is your library stocked with the latest copies of the years 3, 5 & 7 Literacy and Numeracy Benchmarks?

Every child leaving primary school should be numerate, and be able to read, write and spell at an appropriate level.

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have now been agreed in three aspects of literacy (reading, writing and spelling) and three aspects of numeracy (number, measurement and data, and space).

Literacy Benchmarks Years 3, 5 and 7

ISBN 1 86366 475 0

\$25.00

SCIS 1008791

Numeracy Benchmarks Years 3, 5 and 7

ISBN 1 86366 476 9

\$25.00

SCIS 1015501

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Making Metadata Work – Practical Issues

Connections 29, 30 and 33 contained articles about the concept of metadata and the development of standards for describing resources on the World Wide Web. The most recent article by Heather Watson (Connections 33) described the ongoing development of the EdNA Metadata Standard, which incorporates school-sector-specific recommendations developed by the Schools Metadata Consultative Group.

In her article, Heather Watson mentioned some of the challenges involved in applying metadata, such as the need to balance the goal of successful searching with the costs of applying metadata. Such practical issues are examined further in this article, based on current experience of developing and applying metadata in an RMIT University Web Refurbishment Project.

The purpose of metadata

With the vast expansion of the WWW from the mid 90s onwards, there has been the increasing realisation that finding useful information has become more and more time consuming and frustrating. In response to this problem, various metadata or cataloguing standards began to be developed, for example the work on a metadata standard initiated by the World Wide Web Consortium (W3C), which came to be called the Dublin Core Metadata Initiative. The vision behind the development of such standards is to create common element sets with guidelines that will:

- achieve precision and recall of pieces of information (information objects), both large and small (discovery and retrieval function)
- facilitate document-management functions such as intellectual property management, authentication, version control, ratings, record keeping and archiving.

Metadata would be simple to apply; interoperable across geographic boundaries and computer systems; appropriately flexible in applying to many document types and functions from text through to video clips,

images, CAD drawings, X-rays etc, and from 'edutainment' through to archival storage; easy and quick to assign, and easily supported by auto defaults and auto extracting of elements.

Challenging aspects of metadata

For an organisation the task of applying metadata to many different types of web documents is a daunting one. Some of the challenging issues in relation to metadata standards are:

- To what extent will one set of metadata elements suit a wide range of document types? The standard will usually have to be modified for use in particular contexts. How much modification or extension of a standard can be undertaken while still maintaining compliance with it?
- The need to take a standard element and 'tweak' its meaning for a particular context or document type. How will this affect interoperability?
- The relatively underdeveloped state of guidelines with respect to the detail within elements and how to formulate them; also the implications of possibly managing vast name and other types of authority files.
- The extent to which controlled vocabularies should be applied. Will metadata cataloguers and users have access to such online vocabularies? How easy will it be for such vocabularies to be applied and/or consulted in searching?
- Who is going to apply the metadata?
- Will it be possible to apply more than one standard in an application, and what technical issues arise for achieving interoperability?
- The problem of those who choose to sabotage or manipulate the metadata labelling process for their own ends. What processes and/or systems will be needed to validate and authenticate the metadata at a global level?

Metadata standards

The two standards that have been used as a base for development of an RMIT University metadata standard are the Dublin Core and the IMS (IMS Global Learning Consortium, Inc.) standards. Brief descriptions follow.

1. Dublin Core Metadata Initiative (DCMI) (1995–) <<http://purl.oclc.org/dc/>>

This standard grew out of research by W3C to screen out undesirable websites using its PICS software. It was realised that the PICS software could be used for both screening out and screening in pieces of information. Collaboration began between W3C and OCLC (in Dublin, Ohio), a leading centre of expertise and enterprise in computer applications for libraries. In 1995 the first Dublin Core Workshop was held in Dublin, Ohio; in 1999 *DC Version 1.1. Elements* was recommended; and in 2000 a set of DC Qualifiers was recommended.

In 1999–2000, draft guidelines were compiled for encoding Dublin Core in HTML (HTML syntax guidelines), in XML and in the Resource Description Framework (RDF format).

Dublin Core elements are grouped into three categories:

- Content (title, subject, description, language, source, relation, coverage)
- Intellectual property (creator, contributor, publisher, rights)
- Instance (date, type, format, identifier).

Two Australian standards which have been based on Dublin Core are the AGLS and EdNA standards:

(a) EdNA Education Network Australia (1997–) <<http://www.edna.edu.au/metadata/>>

For the Australian education sector (schools, VET, ACE, higher education) an EdNA Metadata Standard has been developed, based on the DCMI and the work of the Dublin Core Education Working Group (DC-Education). In its ongoing work on the standard, the EdNA Metadata Standard Working Group incorporates proposals from all the education sectors as well as outcomes from work on international standards by DC-Education and Instructional Management Systems (IMS). The EdNA standard includes a number of non-Dublin Core elements which meet the specific needs of its users.

(b) AGLS Australian Government Locator Service (1997–)

<http://www.naa.gov.au/recordkeeping/gov_online/agls/summary.html>

This standard has been developed to manage Australian government information on the Internet and to make it accessible. It is based on DCMI, but with four extra elements. The AGLS manual includes a set of document types which are commonly used in the government sector.

2. IMS (1997–) <<http://www.imsproject.org>>

The IMS Standard has been developed specifically for online learning resources. It resulted from work by an EDUCOM/EDUCAUSE group of US higher education institutions and vendors merging with work within the US National Institute of Science and Technology (NIST).

IMS incorporated the NIST work and collaborated with the European Alliance of Remote Instructional Authoring and Distribution Networks for Europe (ARIADNE) Project. IMS and ARIADNE submitted a specification to the US Institute of Electrical and Electronic Engineers, Inc. (IEEE), which was also working on learning object metadata. (Source: *IMS Meta-Data Best Practice and Implementation Guide, Final Specification Version 1.1* by Thor Anderson and Tom Wason, 5 June 2000, p 6.) This specification formed the basis for the current IEEE Learning Object Metadata (LOM) base document <http://ltsc.ieee.org/doc/wg12/LOMdoc2_1.html>. *IMS Learning Resource XML Binding Specification, Final Specification Version 1.1, 2000* describes the XML binding required for the IMS metadata information model.

IMS elements are grouped into eight categories:

- General (identifier, title, catalogue entry, language, description, keywords, coverage, structure, aggregation)
- Lifecycle (version, status, contribute)
- Technical (format, size, location, requirements, type, name, minimum version, maximum version, installation remarks, other platform requirements, duration)

- Educational (interactivity type, learning resource type, interactivity level, semantic density, intended end user role, learning context, typical age range, difficulty, typical learning time, description, language)
- Rights (cost, copyright and other restrictions, description)
- Relation (kind, resource)
- Annotation (person, date, description)
- Classification (purpose, taxon path, description, keywords).

Both standards have developed additional elements for 'data about the metadata' such as the name of the person responsible for entering the metadata and the dates of entering and modifying the metadata. While Dublin Core elements are of a general nature with wide applicability to many different types of documents, the IMS standard contains a mix of general and educational elements, the latter being relevant to learning resources. The consortium of Australian Technological Universities (ATN), to which RMIT University belongs, has agreed to apply the IMS standard.

Since RMIT document types comprise both educational resources including 'media objects' as well as a wide variety of document types such as 'services and information', 'news', 'staff profiles' etc, it has been decided to aim for compliance with both metadata standards as far as possible. Hence each metadata element will have its RMIT name, and in addition the system will store the name of its IMS and Dublin core counterparts if available. It will be necessary to monitor closely developments at an international level in regard to any developing technical requirements for interoperability.

Implementing metadata at RMIT

At RMIT, metadata is a vital part of a large web refurbishment prototype project that is currently underway. SIM (Structured Information Manager) software developed by RMIT has been selected for the project. SIM has a very fast relevance-ranking search engine. The prototype involves one faculty and some corporate sections of the university.

The adding of metadata to web documents and online learning resources is formally required

by RMIT University's Online Publishing Standards. The document-uploading system designed for the prototype requires a minimum set of metadata to be entered using Microsoft Word into a given template in order for an upload to be complete. If one of these mandatory elements has not been filled in, a red message appears to remind the uploader of the document to complete the metadata. Some validation of the metadata that has been filled in also takes place at this stage.

The creators of web documents will be responsible for entering the metadata for their documents. Thus the academics who are placing course material on the web or the managers and administrators who are placing information about student procedures, university policies, news, etc on the web are being trained in applying metadata.

The system will automatically assign many of the metadata elements such as the owning department or faculty name, and especially administrative metadata elements such as a default expiry date for the document, the date of modification of the document, its status in terms of being a draft, pending, suspended or approved. SIM programmers have made some ingenious provisions for metadata elements such as 'creator's name' and 'date', which have been entered by authors in an 'instinctive' format, to be converted by the system to the formats required by the international standards. The success of the metadata application will greatly depend on the extent to which it gains acceptability by those who are uploading documents to the web. The uploading interface will need to be user friendly, and the time required for filling in essential metadata elements will need to be as short as possible.

RMIT's metadata standard will be tested in the prototype phase, and it is expected that, even when it has become stable, it will still require ongoing refinements given the likely complexity and growth of information types, formats and user needs in relation to RMIT's website developments.

continued on page 12

Making Metadata Work (cont.)

A positive view of future directions

To end on an optimistic note, a positive view can be argued for the challenges of metadata mentioned early in this article:

- The consistent labelling of documents within controlled networks and consortia of different kinds (subject and organisational gateways or portals etc) will be a boon in searching large numbers of web documents. There is a number of very successful examples (such as the EdNA network and AVEL, the Australasian Virtual

Engineering Library), and many are well under way.

- Technical solutions will be developed to speed up the process of metadata entry and to eliminate the possibility of sabotaged metadata.
- Metadata will probably come to be viewed more broadly as encompassing web design aspects of navigation pathways and the classification of information in various ways for organisation and retrieval on the WWW.

- Ingenious ways of creating subsets of documents and clever search engines may reduce the need for the time-consuming application of controlled vocabularies.
- Only by doing and trialling will answers to the challenges be found!

*Cherryl Schauder
Metadata Project Officer, RMIT University*

SCIS Authority Files vs SCIS Subject Headings

Why do I need SCIS Authority Files and SCIS Subject Headings Fourth Edition?

With the release of our latest product, SCIS Authority Files, a number of customers have asked SCIS support staff what function SCIS Subject Headings Fourth Edition now fulfils in the school library, and whether it is necessary to purchase both products. Here is an explanation of the differences between the two.

SCIS Subject Headings Fourth Edition is a list of allowed and non-allowed terms for use in Australasian school library catalogues. The book:

- contains more than 6,000 authorised headings and accompanying cross-references in the one volume
- conforms to the controlled vocabulary used

by SCIS when selecting or devising appropriate subject headings for school and curriculum resources catalogued onto the SCIS database

- is used by schools when assigning subject headings to original catalogue records
- is used as a look-up tool by students and staff seeking appropriate starting points for subject searches
- is used to assign keywords to documents stored on school Intranets.

SCIS Authority Files 2001 edition CD-ROM contains the entire subject and name authority files from Curriculum Corporation's SCIS database. The subject file may be used by your library system to generate references to and from subject headings. The CD-ROM:

- is **not** an online version of the *SCIS Subject Headings Fourth Edition* book
- depending on the functionality of your

library system, will allocate *see* and *see also* references to all **existing** SCIS subject headings in your school library catalogue, thus eliminating the need to enter the references manually

- with routine use, will ensure that appropriate references are allocated to any recently added subject headings
- when used in your library system, may improve retrievability in your school's databases by taking 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
- depending on your library system, may suggest alternative subject headings that could be more relevant to users.



Cataloguing News

The Victorian Statewide School Library Support Centre is moving to a new site at Carlton Neill Street Primary School. The address is 150 Palmerston Street, Carlton (located on corner of Drummond and Palmerston Streets). From the beginning of Term 1 2001, Victorian government, Catholic and independent schools may contact Mavis Heffernan for all cataloguing bookings and queries.

Email: <heffernan.mavis.l@edumail.vic.gov.au>

Tel: 03 9349 3019

Fax: 03 9349 4428

New, amended, replaced subject headings

In addition to the redevelopment of the Vocational Education area reported elsewhere in this issue of *Connections*, the National SCIS cataloguing agencies have recently approved the following new and revised subject headings.

1. Social life and customs

The subdivision *Social life and customs* will now be used only under geographic headings, not under groups of persons, as it is considered that the subject heading for a group of persons implies that the work is about the culture and/or lifestyle of the group. This follows the precedent already set in the headings for Maori people.

The scope notes at *Social life and customs* and *Ethnic groups* have been reworded to read:

See also names of regions*, countries*, cities*, etc. with the subdivision *Social life and customs*, e.g., Australia – *Social life and customs*; New Zealand – *Social life and customs*; Victoria – *Social life and customs*. For general works on the culture of racial, ethnic, religious or indigenous peoples, use the specific name of the peoples without adding a subdivision.

The heading *Aboriginal peoples – Social life and customs* has been rescinded. The term *Aboriginal peoples – Social life and customs* is now a UF reference at *Aboriginal peoples*. The references to the former heading at *Social*

life and customs; Aboriginal peoples – Ceremonies; Aboriginal peoples – Hunting; Aboriginal peoples – Kinship; Aboriginal peoples – Sacred and significant sites; Bush food and Aboriginal law have been removed.

The amendment of headings and records for other peoples will be added to our database maintenance program.

2. Assessment and reporting

Pending a full review of headings for assessment and reporting, *Assessment* has been adopted as a restricted subdivision and the term *Student assessment* has replaced the current heading *Student evaluation*. This will allow monitoring of the use of the term *Assessment* pending the review. Changes and additions to existing headings are as follows:

Assessment

For works consisting of guidelines for teachers to use in assessment of student achievement in specific subjects, use educational subjects with the subdivision *Assessment*, e.g., *Mathematics – Assessment*.

For examples or sets of examination questions, use the name of the subject with the subdivision *Examinations, questions etc.*, e.g., *Mathematics – Examinations, questions, etc.*

For works on assessing student performance and/or behaviour in general, use *Student assessment*.

Assessment (Education)

USE Educational evaluation

Educational evaluation

Change NT Student evaluation
to NT Student assessment

Examinations

Remove UF Assessment
(Education)

Grading and marking (Students)

Change NT Student evaluation
to NT Student assessment

Mathematics – Assessment

UF Assessment

Mathematics – Examinations, questions, etc.

Change UF Assessment
(Education)
to UF Assessment

Portfolios in education

Change BT Student evaluation
to BT Student assessment

Student assessment

UF Student evaluation
(Retain all other references currently at *Student evaluation*)

Student evaluation

USE Student assessment

Teacher evaluation

Change RT Student evaluation
to RT Student assessment

3. Fictional characters

The cataloguing agencies have decided not to assign subject headings for fictional characters and fictional places in works of fiction. This decision has resulted in the following new reference headings and changes to existing subject headings:

Characters and characteristics in literature

Add note:

For nonfiction works dealing with specific characters see the name of the specific character*, e.g., *Holmes, Sherlock (Fictional character)*. Do not assign subject headings for fictional characters in works of fiction.

Add UF Fictional characters
Add UF Fictitious characters
Remove NT Women in literature

continued on page 14

Fictional characters

Use names of specific characters with the qualifier (Fictional character) for nonfiction works about specific fictional characters, e.g., Holmes, Sherlock (Fictional character). Do not assign subject headings for fictional characters in works of fiction.

USE Characters and characteristics in literature

Fictional places

Use names of fictional places with the qualifier (Fictional place)*, for nonfiction works about fictional places, e.g., Narnia (Fictional place).

Fictitious characters

Use names of specific characters with the qualifier (Fictional character) for nonfiction works about specific fictional characters, e.g., Holmes, Sherlock (Fictional character).

Do not assign subject headings for fictional characters in works of fiction.

USE Characters and characteristics in literature

Fictitious places

Use names of fictional places with the qualifier (Fictional place)*, for nonfiction works about fictional places, e.g., Narnia (Fictional place).

Remove the terms Imaginary cities, Imaginary Islands, Cities, Imaginary, and Islands, Imaginary

Add

Imaginary places

Use names of fictional places with the qualifier (Fictional place)*, for nonfiction works about fictional places, e.g., Narnia (Fictional place).

Legendary places

USE Mythical places

Mythical places

Add scope note:

See also names of specific mythical places*, e.g., Atlantis.

For nonfiction works about fictional places see the name of the place with the qualifier (Fictional place)*, e.g., Narnia (Fictional place).

Remove the UFs Cities, Imaginary, Imaginary cities, Imaginary islands, and Islands, Imaginary

Add UF Legendary places

Places

Add an extra scope note:

Use names of fictional places with the qualifier (Fictional place)*, for nonfiction works about fictional places, e.g., Narnia (Fictional place).

4. New heading for Body image

Body image

Use for works on the mental image people have of their body, and attitudes about that mental image.

UF Body perception
Image, Body
Perception, Body

BT Mind and body
Personality
Self-perception

RT Eating disorders
Grooming, Personal
Weight control

Resulting changes to existing related headings:

Eating disorders

Add RT Body image

Grooming, Personal

Add RT Body image

Mind and body

Add NT Body image

Self-perception

Change UF Body image

to NT Body image

Remove UF Body perception

Remove UF Image, Body

Remove UF Perception, Body

Personality

Add NT Body image

Weight control

Add RT Body image

5. New references for Prenatal diagnosis

Birth defects

Add UF Diagnosis, Prenatal

Add UF Prenatal diagnosis

Diagnosis, Prenatal

USE Birth defects

Pregnancy

Pregnancy

Add UF Diagnosis, Prenatal

Add UF Prenatal diagnosis

Prenatal diagnosis

USE Birth defects

Pregnancy

Resources (cont.)

Activities are creative and easily implemented. Lessons are realistic and reflect good time management. Activities allow for differing learning styles. Handouts, background information and an aim for each activity support the lessons.

In summary, *Look Global: Global perspectives in the upper primary classroom* is a useful resource, assisting teachers and students to develop the concept of being part of a local and global community with rights and responsibilities. The book encourages young people to be active citizens in creating a better world.

Reviewed by Jennifer Kennedy, years 5–6 teacher, Holy Rosary Primary School, Kensington. Published by Ethos (Victorian Association of Social Studies Teachers Inc.) P–6, vol 8, no 3, Term 3, 2000 p 11, reproduced with permission.

New and revised subject headings for Vocational Education and Training

At the SCIS National Conference held in Canberra in October 2000, the SCIS cataloguing agencies approved a number of new and revised subject headings for Vocational Education and Training (VET). The process of revision and extension of the heading itself and the development of a number of new headings to define new concepts in the VET sector was undertaken by Anne Dowling of the NSW Curriculum Support Directorate, in consultation with Curriculum Corporation and the cataloguing agencies.

Cataloguing agencies will monitor the use of these headings as it is recognised that further adjustments to reference structures and terminology may be required.

Changes to existing headings

The complete revised headings are shown; new or changed elements are shown in italics.

Vocational education

Use for works on education to develop an awareness of the skills and knowledge needed for employment and for works on the development of general work related skills.

- UF Education, Vocational
- Employment skills
- Vocational learning*
- Work education*
- BT Education
- Educational planning
- Human resources
- NT *Career education*
- Enterprise education*
- VET*
- Vocational guidance
- Work experience*
- RT *Lifelong learning*

Apprentices

- UF Apprenticeship
- New Apprenticeships*
- BT Adolescents – Employment
- Children – Employment
- VET
- Working classes

New headings

VET

Use for works on the education and/or training of persons in the skills and knowledge needed for employment in specific occupations and industries. See also curriculum subjects with the subdivision Study and teaching, e.g., Agriculture – Study and teaching; and the names of specific industries with the subdivision Training for training packages developed for a specific industry e.g., Tourist industry – Training.

See also categories of persons with the subdivision Training, e.g., Teachers – Training.

- UF Employment skills
- Vocational education and training
- Vocational learning
- Vocational training
- BT Vocational education
- NT Apprentices
- Australian Recognition Framework
- Industrial arts education
- National Training Reform Agenda
- Registered Training Organisations
- Retraining programs
- Workplace learning
- RT Technical education

Accreditation (Courses)

Use for works on the recognition and acceptance of a course of study by an accrediting agency.

- UF Course accreditation
- BT Education
- RT Australian Recognition Framework

Australian Recognition Framework

Use for works on the nationally recognised competency standards, qualifications and training organisations that form the national training framework.

- UF Recognition Framework
- BT Australian Qualifications Framework
- VET

Australian Qualifications Framework

- UF AQF
- Qualifications Framework (Australia)
- BT Education
- NT Australian Recognition Framework
- Pathways in education
- Recognition of prior learning

Career education

Use for works on the skills and knowledge required for employment in specific occupations. For works on the techniques of assisting in the selection of careers use Vocational guidance.

- UF Careers – Study and teaching
- BT Vocational education

Enterprise education

Use for works on the development of a learning culture that will result in students enthused and equipped to identify, create, initiate and successfully manage personal, business, work and community opportunities.

- UF Education industry partnership
- School industry partnerships
- BT Vocational education
- RT Personal development
- Workplace learning

Flexible delivery of education

- BT Education
- RT Flexible learning

Flexible learning

Use for works on education and training that enable students to learn and demonstrate competence through a variety of strategies, giving them a choice of what, when and how learning takes place.

- UF Online learning
- BT Education
- RT Flexible delivery of education
- Teaching methods

National Training Reform Agenda

- UF Training Reform Agenda
- BT VET

Pathways in education

Use for works on different methods of gaining qualifications.

- UF Educational pathways
- Training pathways
- BT Australian Qualifications Framework

Recognition of prior learning

- UF Accreditation of prior learning
- Advanced standing
- Assessment of prior achievement
- Assessment of prior learning
- Credit for prior learning
- Credit transfer in education
- Prior learning, Recognition of
- RCC
- Recognition of current competencies
- RPL
- BT Australian Qualifications Framework
- RT Student assessment

Registered Training Organisations

- UF RTOs
- Training organisations
- Training providers
- BT Australian Recognition Framework

Workplace learning

- UF Employability skills
- Learning, Workplace
- Structured workplace learning
- SWL
- Work readiness

- BT VET
- RT Adult education
- Careers
- Enterprise education
- Lifelong learning
- Work

Inspiring Connections: Learning, libraries and literacy

**International Association of School Librarianship
30th Annual Conference
Auckland, New Zealand, 9–12 July 2001**

It's not very often that organisations in Australasia host IASL's annual conference. Their first conference in this region was in Melbourne in 1978, then there was a long wait until 1993 in Adelaide. In July this year, the conference is within easy reach of those in the South Pacific – for the first time ever, it will be in New Zealand.

About 450 people are expected to converge on Waipuna Lodge in Auckland for four days of professional development, inspiration and discussion. This is a chance to hear, and talk with, Carol Kuhlthau (Rutgers, State University of New Jersey) and Ken Haycock (The University of British Columbia), who rarely travel this way. Ross Todd (currently visiting Associate Professor at Rutgers University) will be returning to New Zealand with Carol for the occasion, and Russell Bishop (Waikato University), Gwen Gawith (Consultant) and Penny Moore (Educational researcher) will join them in canvassing a range of school librarianship issues.

The aim of the conference is to make connections between Teacher Librarians and teachers, principals and administrators, policy makers, curriculum specialists and technologists, as well as educators of both teachers and librarians. In fact, it includes everyone who is concerned to improve students' learning outcomes. The intention is to set the scene for future collaboration and partnerships between professionals. So expect to be actively involved in discussing key issues.

The three threads of the conference theme – learning, libraries and literacy – will be woven together to create and inspire new ways of working and thinking to make learning exciting and effective for all children. We will also be examining ways to support librarians and teachers as learners.

Proposals for professional papers have been received from many countries to make this a truly international conference. The 5th International Research Forum has similarly attracted papers from around the world. This means the task of selecting papers has been tough – there is so much to choose from!

The organising committee has been a bit surprised (and totally delighted) by the response this conference has generated. The conference is a catalyst for strengthening IASL's presence in Oceania as well as school librarianship in New Zealand. We are hoping that delegates will build new understandings of the challenges those in other countries face and take ideas home to revitalise their own work.

If you'd like to take part in this professional gathering, please visit the website <www.iasl-slo.org>. Follow the links to the conference and register your interest in attending. Alternatively, Email: <cmcevents@cmcevents.co.nz> or write to Contio MC Events, PO Box 25297, St Heliers, Auckland for the registration materials.

*Linda Selby and Penny Moore
Conference Coordinators*