Starting at the beginning:
a conversation about information literacy

In an era where the key to success in our society will increasingly be determined by the ability to deal with information, it is alarming that information specialists in schools are still fighting for their existence, and spending much of their time and energy trying to convince system-level and local education administrators and teachers of the immense value a proactive teacher librarian and library can add to the school and its curriculum programs.

What is information literacy?

Information literacy is definitely part of the new 'buzz' terminology of the twenty-first century. The term is being used by politicians, the media, education consultants and providers, teachers and administrators working in education systems world wide. As a term it also appears to have multiple meanings and is often used synonymously with other terms such as ICT (Information Communications Technologies) literacy, computer literacy, Internet search skills, critical thinking, generic skills, graduate attributes, learning-to-learn and lifelong learning.

Over the years a number of methodologies or information process models have been developed to provide a teaching framework of skills that an individual needs to become information literate. Information process models include the inquiry method, the Big6 (Eisenberg & Berkowitz, 1998), information seeking behaviour (Todd, 2004), the Information Search Process Approach (ISPA) (Kuluthau, 1996), the research cycle and questioning techniques (McKenzie, 1999, 2000). There is such a plethora of terms being used interchangeably by different sections of society that it is no wonder the new buzz term 'information literacy' remains difficult to define and a teachable skills set, if one exists, almost impossible to implement.

Delegates at the Australian Computers in Education Conference 2004 were told that there would be new national ICT literacy testing for all Year 6 and Year 10 students by 2006. The proposed definition of ICT literacy includes three domains:

- ICT literacy – being able to use the Internet and email
- Information literacy – being able to locate information, evaluate it and use it to create new information
- Appropriate use – being able to apply value judgements and make ethical and appropriate use of information (Commonwealth of Australia, 2004).

Clearly, the term 'information literacy' according to the above definition has different meanings for different people. In order to make practical decisions about the teaching of information literacy skills, we need to start at the beginning and to define exactly what the term means and what might be included in the information literacy skills set.

The information literate person is able to use technology.

An information literate person is also computer literate. There is a general assumption that students are not only motivated by technology, but are also 'techno savvy' (US Department of Education, 2004). Recent research however, shows that these assumptions about technology and youth are not necessarily valid (Aldridge et al, 2002; Zemsky & Massy, 2004). Just because students are not afraid to use technology does not mean they use it well or have a preference for using technology as a learning tool. We also need to ask if 'techno savvy' translates into information literate, or does it just mean that students are 'surface users' of the technology? The advent of graphics-based operating systems such as Windows, and sophisticated, user-friendly word

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Starting at the beginning: a conversation about information literacy (cont.)

processing programs, email and chat (Zakon, 2004) in the 1990s shifted computer use away from the original tight-knit communities of mainly academic users who needed a certain skills set to be able to operate in what was essentially a technical and unfriendly environment (Coyne, 2001). As technology became more affordable, competition for users shifted the focus of major companies such as Microsoft and Apple Macintosh. The production of multifunctional operating systems and software that require little or no technical knowledge or understanding by the user has now become the norm. So we may have a generation of users who can use a computer, but how many do so beyond a very basic level? How many students actually use the operating system as an information management tool? How many use the full capacity of word processing programs for high quality desktop publishing? Do they use it just as an electronic typewriter? How many use spreadsheet programs for statistical analysis and the graphical representation of complex data sets?

An information literate person is also ICT literate.

This person can use information communication technologies both effectively and efficiently. ICT literacy is a different skills set to computer literacy. It involves being able to use the full capacity of the Internet to access and communicate information. In many cases ICT literacy is translated to mean using email and being able to search the World Wide Web (WWW), which is a subset of the Internet. Questions we need to consider here include the following:

- Do students use their email programs as information management systems?
- Do students understand the various social, copyright and intellectual property protocols associated with sophisticated use of email and the Internet?
- Do students realise that when they search the WWW, they are in fact only searching the public domain web which accounts for approximately ten per cent of the total web (the rest being the hidden/deep/invisible web)?
- Do students know how to use a variety of web search tools effectively and efficiently?

Do they in fact understand that there are different search tools and why they should use them, or do they just use Google because it is easy and user-friendly?

- Do students know about the other features of the Internet and how to use them efficiently and effectively?

The above questions indicate that being able to use technology as a descriptor for an information literate person is difficult to 'unpack' and measure. This discussion hasn't considered other technology such as video cameras, graphics calculators, PDAs, wireless technologies, digital cameras, videoconferencing, teleconferencing, chat programs, and associated software such as graphics manipulation packages.

As technology continues to become cheaper, smaller and more powerful, it is also becoming more prevalent, more mobile and multifunctional. Information storage devices such as CD-ROMs and Flash drives allow us to store vast amounts of complex information easily. A desktop computer is now a single, mobile, multifunctional workstation that can be used to create quality print and electronic publications and multimedia presentations; connect users for real time videoconferencing, chat and streaming video; and store vast amounts of information that can be easily manipulated, changed and disseminated to a global audience (Combes, 2005).

When defining the information literacy skills set, we also need to consider how much a person needs to know to be considered information literate. In recent years it appears that being able to get access to and 'use' the technology (more specifically, the Internet) at an undisclosed level is the defining factor (Commonwealth Government of Australia, 2004). The information process models, however, indicate that information literacy is much more than being able to use technology to locate information.

The information literate person is able to use a range of information resources.

This is an important point, often lost in the media rhetoric about digitisation and the vast information resources that are now available electronically via the Internet. Information as a commodity, and the fact that computers

have made it so easy to manipulate, produce and disseminate information rapidly, has led to an exponential growth in information industries. The volume of information is increasing so rapidly that the terms 'data smog', 'technobesity' and 'info glut' are now part of our vocabulary. 'To google' is now a verb! Google executives currently maintain that the search engine is searching over 8 billion web pages (Aggrandise.com, 2003). The 'needle in a haystack theory' takes on a whole new level of meaning, and this is one search engine searching the public domain web.

These developments in technology have led to an enormous increase in the production of information products using a range of formats. There are CDs, audiocassettes, CD-ROMs, MP3s, DVDs, film/movies, radio, streaming video, VHS, websites, multimedia, learning objects, digital images and photographic images. We are also publishing more in print than at any previous time in our history (Association of American Publishers, 2002). Printed text appears everywhere in the form of posters, charts, big books, picture books, billboards, memos, notices, instructions, how-to manuals and the more traditional non-fiction and fiction titles we associate with the physical collection in a library. Add to this already complex mix electronic records and publications, archival or historical documents and realia, and the information landscape becomes even more complex and often very confusing.

Perhaps this part of the definition should read: *The information literate person is able to use a range of resource formats, tools and technologies to locate information.* Being proficient in the use of one type of resource format is not enough in a society that uses an ever increasing range of formats to convey and deliver information.

The information literate person has a range of well developed literacy skills.

This is another important point often overlooked. Efficient and effective users of learning technologies (including all resource formats) as learning tools need to have extremely good language (both oral and written) and numerical literacy skills. They also need to have good visual literacy and interpretive/

discrimination skills, graphical and symbol interpretive skills. Since anyone can publish on the WWW, the information literate person also needs to have good problem-solving skills to be able to navigate and locate information on badly designed or text-dense web sites. They need to be able to skim, scan, rapidly evaluate and eliminate vast quantities of information, usually presented as text, but also as images, icons or in numerical form. The information literate person needs to be able to 'read' well. Students who are unable to read and have poor traditional literacy skills do not perform well, no matter how the information is presented or delivered.

The information literate person is able to use information.

Once the information literate person has located information they think may be appropriate for their needs, they need skills to be able to use the information effectively and efficiently. The information process models mentioned earlier provide a set of teachable skills or processes to assist students. Locating the information is the skill that appears to receive the most publicity, when in fact this is just the beginning of the inquiry process and perhaps the easiest to teach and learn. Once information has been located the user then has to:

- evaluate its authority (Is it reliable or 'good' information?)
- determine if the information meets a specific need (questioning skills, critical analysis and evaluation)
- extract meaning from (deconstruct) the information
- be able to articulate this meaning in their own words to demonstrate understanding.

Since users rarely use one source of information, this process must be repeated many times. Once the user has a body of appropriate and authoritative information available, another set of skills is required to deal with this collection of relevant information. The user then:

- collates and organises the information
- evaluates, analyses, deconstructs meaning from the total body of information
- incorporates prior knowledge
- reconstructs understandings and creates new information or personal knowledge, thus moving along the learning continuum.

The information literate person is able to manage the increasingly complex information environment.

To add to this plethora of definitions, necessary skills and complexity, the information literate person has an even broader skills set. The information literate person is able to locate and use information in all its myriad formats (and some that haven't been invented yet) to create new information or personal knowledge that will allow them to move forward in society, ie lifelong learning. This involves many generic skills that we often assume our students already have, such as being able to work in a team, extract information by listening, think critically and analytically, problem solve and use experiential learning, produce summaries of discussions, meet deadlines and manage time, interpret language, and extract information from a variety of information formats and via a range of communication/delivery modes.

We assume that our students have the skills to manage what is a very complex information environment. This is often not the case. The information literate person is successful and able to participate in a process of lifelong learning because they have a skills set that is constantly evolving and much broader than the skills outlined in most information process models. This aspect of the information literacy definition is often ignored in schools, and so students and teachers muddle along trying to use an ever-increasing range of resource formats and delivery modes without guidance or practical support. These generic skills are difficult to teach, but it is important that students receive consistent reinforcement across the curriculum if these skills are to be internalised to become part of the user's information literacy toolbox. These are the practical skills often sought after by industry that add confidence, self-esteem and independence to the students' information skills sets. Students who demonstrate these skills are adaptable, flexible learners, lifelong learners who are able to cope with change in the work force and to adopt new technologies, who aren't afraid to participate in ongoing professional development and who will probably be working in jobs in ten years' time using technology that hasn't been invented yet.

Conclusion

Information literacy as a term describes a person who is adaptable and flexible, is able to access and use information in all its forms and continue to grow and learn as technology changes the way society functions.

These are challenging times for schools and particularly for the information specialists within schools, the teacher librarians (TLs). On a personal level they must accept the challenge of becoming proactive and ongoing professional participants in an evolving information landscape. However, they are also responsible for embedding the information literacy skills toolbox across the curriculum. In an era where the key to success in our society will increasingly be determined by the ability to deal with information, it is alarming that information specialists in schools are still fighting for their existence, and spending much of their time and energy trying to convince system-level and local education administrators and teachers of the immense value a proactive TL and library can add to the school and its curriculum programs. While the new national testing regime of ICT literacy skills represents a confusion of terminology, perhaps it will be a catalyst for schools, educational administrators – and even many TLs – to rethink the role of the TL and the library. Of course, how the TL and other library personnel affect successful change in schools and implement an ongoing culture that embeds information literacy and literacy skills development across curriculum programs involves another conversation.

Barbara Combes, Lecturer
School of Computer and Information Science
Edith Cowan University, Perth Western Australia

The full article with bibliography appears in the online version of *Connections 54* at http:// www.curriculum.edu.au/scis/ connections/latest.htm.

We boost achievement!

A review of a book, *We boost achievement! Evidence-based practice for school library media specialists,* by David Loertscher with Ross Todd, published by Hi Willow Research and Publishing, Salt Lake City, 2003.
SCIS No: 1216761
ISBN 0-931510-93-7

At a SLAV conference about three years ago I heard Ross Todd speak for the first time. He talked about a survey he had carried out which asked teacher librarians about their role within their school. He gave the results of the survey and we were all nodding, relating to the comments and empathising with the complaints. He pointed out that most of the comments were complaints that teacher librarians had been making for 20 years. Then he made a statement which shocked me from my complacency. He basically told us to get over it and get on with the job – the job of improving student learning. As if that wasn't enough, he challenged us to become familiar with what the research was saying.

One of the complaints from the survey was that the principal didn't value the contribution of the library to student learning, and was not familiar with the research about how much school libraries can contribute to student learning. Ross Todd pointed out that:

- Most of us in the library business were not familiar with the research.
- How would principals know about the research if we did not tell them? (Therefore how could they justify providing us with more funding and support without knowing what we could achieve with it?)

This all made sense – unfortunately. It would have been all too easy to keep going to work each day, reacting to situations that arose, helping every student and teacher I possibly could, complaining about how much there was to do, and continuing as I had for twenty years. Instead I spent time chasing up the work by Carol Kuhlthau that Ross had recommended,

looked for a few of Ross Todd's papers, followed references to papers which sounded interesting, and spent the next two years on a steep learning curve.

One of the scary things about this sort of research was starting to discover how much I didn't know. So I have started to learn a little about brain-based research, have dabbled in the vast body of work on middle years research, and have rediscovered that there is a vast range of possible ways that the school library can impact on student achievement. I have learned an enormous amount, and still have an enormous amount to learn. But I have started to make a difference in my own teaching, in the attitudes of other staff in the college, and in the attitudes of the principal to the college. But I really needed some ideas of how to start affecting the practice of staff and students within the library – especially how to get something started which would then flow on to other teachers.

After starting the ball rolling for me, Ross Todd gave me another push in the right direction this year with his addresses at the SLAV conference in March. He talked, among many things, about the need to base the changes we make on evidence-based practice – not necessarily based on the evidence of others, but on evidence of our own changed practice. He also talked about being involved in the publication of the Loertscher book *We boost achievement!*. As a result of that day I was lucky enough to be able to review a copy of the book for SLAV.

For those teacher librarians in a similar position to me, having very little real research experience, knowing that there are all sorts of changes it is possible to make, knowing that you need to make those changes in collaboration with others in your school – but not knowing how to get started – this book is a godsend. It is filled with ideas of ways, both small and large, to make changes within a school, with simple advice on how to get the actual data you need to provide evidence that the changes are worth making. It also offers advice about presentation of the evidence and reports so they will be taken notice of, and increase the rate of adoption of better teaching practices in your school.

Ross Todd hadn't finished with me, however. In his introduction to the book, Ross reminds us of the basic reasons for our existence. He outlines the core beliefs for the provision of school library services:

1. Library and information services make a DIFFERENCE in the lives of people. If they don't then there is no point in their existence.
2. Learning does not just happen, and cannot be left to happen by chance. Our role as an educator in a library is INTERVENTION that shapes student learning. This necessitates working in collaboration with staff to design authentic learning experiences and challenging students to become discerning users of information.
3. By actively making a difference and intervening in the learning process, we bring about TRANSFORMATION.

Of course, I had heard all of this before, knew it all – but it never hurts to be reminded about the reasons I find this job so fulfilling and have never wanted to move into anything else. Todd's introduction continues with a call to school librarians to change their practice, based on the evidence of both the current research and the evidence they gather from their own experiments with intervention in the learning process. And after reading this book I know that after a couple of years of reading research and talking about it, I am in a position to start doing some research of my own. Not airy-fairy stuff, but making a difference in my own school. I will be working with a teacher, changing learning experiences, and recording the difference in student outcomes.

David Loertscher reminded me that the research shows that the areas in which I should be spending my time are:

- collaborating with teachers in designing and delivering teaching and learning
- improving the reading of students
- improving the information literacy of staff and students
- improving the use of technology in teaching and learning.

None of these mention cataloguing, or shelving. He doesn't say that these don't need to be done, but that they should be done by support staff, freeing the teacher librarian to encourage

reading, collaborate, and teach information literacy and technology skills.

The book seems to have developed out of a concern that teachers are feeling enormous pressure to teach to a set of prescribed outcomes in an environment of accountability and state-wide testing. This is resulting in some teachers dropping library research from their courses because they don't have time to teach research skills and still prepare students for the tests. In this situation, we need to demonstrate to staff that their students can achieve the prescribed outcomes more efficiently, be more engaged, and be more independent learners as an added benefit if we work together on library-based research units.

One single idea seems to form the basis of many of the ideas in the book: the idea of working with a teacher on a library-based unit, but including process-based outcomes from the teacher librarian along with the content-based outcomes from the classroom teacher. If a rubric can include items such as the extent of added reading carried out by a student, their ability to judge a useful website, or their use of appropriate technology to present a finished

piece of work, and if these items can add up to enough marks to make the difference between an A and a B, then students will start to take the library time seriously.

Some of the ideas offered are more relevant to primary schools, and some only apply in the American situation, but these are very much in the minority. Most of the ideas are able to be used or adapted to individual situations. Read the book, look for an idea that you feel comfortable using for a way of measuring evidence you can use, and try the idea. The chapters describe ways of using the outcomes of working with individual teachers as a pebble, or ripple, effect so that as more and more teachers include the new practices in their teaching, more of our students achieve genuine skills, and real learning will be improved.

If each teacher librarian took one single idea from this book, worked on it with a teacher and talked about the success in the staffroom, the ripple effects could bring about a positive change in education in this state that no amount of state mandating of Curriculum Standards Frameworks outcomes or essential learnings could achieve. Yes, it will mean hard

work. But your days will be more exciting, and you will literally be transforming the lives of your students.

Reviewed by Liz McLaren
Information Manager
Reservoir District Secondary College
Originally published in Synergy *vol 2, no 2*
Permission granted by author and
Synergy *Editor*

Correction

'Protecting your library's digital sources' in *Connections 53*, Term 2, 2006 was acknowledged in the following manner:

'Reviewed by Bernadette Welch

Lecture, RMIT School of Business Information Technology'.

The text should have read:

Reviewed by Bernadette Welch

'Lecture, RMIT School of Business Information Technology

Originally published in *Synergy* vol 2, no 2

Permission granted by author and *Synergy* Editor'.
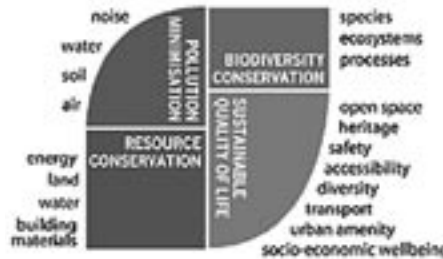
My neighbourhood – our neighbourhood

Landcom is a NSW government owned master planner and developer of residential, commercial, industrial and mixed use land development projects across NSW. The organisation is committed to sustainable development – where environmental, social and economic objectives are achieved in parallel. Initiated in 2004, the Year of the Built Environment, Landcom's school education program aims to raise the urban design literacy of students so they can appreciate and participate in the broader public debates around communities, neighbourhoods and urban policy. The *My Neighbourhood* suite of materials is designed for primary students in the middle years, and will be available online in May 2005.

We all do it every day. Watch the world around us: on the way to school, on the way to work, to the shops, in our street. We look but we do not always see. What is it about one neighbourhood that makes it different from the next? What is it that makes one more liveable than another? Why do we feel more comfortable walking in certain streets and playing in certain parks? What creates neighbourhood 'character'?

The challenge for the *My Neighbourhood* resource was to create a set of interactive tools that raises students' understanding of the elements of the built environment – and begins to make them aware of how the combining of those elements in different places influences neighbourhood character. It's about the students – and their teachers and parents – really observing the places we live and work in. The resource certainly didn't want to create a list of 'good places' and 'not so good places' because it's far more difficult and interesting than that.

So how do we go about creating sustainable neighbourhoods?

Landcom's Sustainability Policy sets four broad principles which are to: deliver a sustainable quality of life, conserve resources, protect biodiversity, and minimise pollution.

These and their component parts form the subtext to the design of the five interactive education tools developed for the *My Neighbourhood* project.

The initiative is based around schools exploring their immediate neighbourhood within an educational framework set by the NSW curriculum consultants. The interactive tools support student learning and exploration. They are not didactic, but instead enable information to be captured, manipulated and retrieved – objects to be created and modified, shared and discussed.

About the interactive tools

The component parts can be used in sequence or as individual learning objects, online, over a school network or on individual machines.

The Observer asks students to imagine a journey with all its twists and turns and to note, in as much detail as they can, what they pass. It's best summarised as a string pulled straight – it's not about turning left or right, but about what they see along the way. The students assign objects to lots on either side of a road (houses, shops, parks etc), put in crossroads and pedestrian crossings, and define the nature strips. They can then 'fly' down a three-dimensional view of their construction then go back and make changes as they want to.

Look and Listen provides the students with an example of 'seeing' their neighbourhood with their ears not just their eyes.

The Decision Maker presents a variety of development scenarios and starts to open the students' minds to the types of issues to be considered in the planning of a neighbourhood – such as overshadowing, public transport, safety and compatible land uses. It begins to show that the decisions they make will affect different groups of people in different ways.

The Neighbourhood Explorer allows the students to examine the qualities and characteristics of four distinct neighbourhood types: Inner Urban, Suburban, Outer Suburban and Country/Coastal villages. Students can view self-paced slide shows and, importantly, collect photographs and text to use in their projects and presentations.

The Planner is a 2D and 3D construction tool that allows students to map out a real or imaginary neighbourhood – defining a comprehensive range of land uses – in plan form (2D) and then to 'build' their creation in three dimensions (3D). Students can rotate their three-dimensional view and print out views and tile them with other students' work.

My Neighbourhood provides innovative, flexible and pedagogically purposeful resources that are designed with educational outcomes paramount, rather than being underpinned by the marketing and promotion of a particular product.

Landcom commissioned the resource, Curriculum Corporation provided project and production management, and the NSW Department of Education and Training wrote the teaching materials. The resources, interactive tools and teachers guide will be available online in May 2005 to all schools and distributed to all NSW primary schools soon after.

Martin Stone
Executive Producer Multimedia
Curriculum Corporation
Anna Petersen
Social Sustainability Manager
Landcom

Internetting corner

The following websites can be easily accessed on the SCIS website at www. curriculum.edu.au/scis/connections/ cnetw05/54internet.htm.

Career Central
http://www.careercentral.com.au
Careers advisors, secondary students, parents and employers can investigate a plethora of pertinent information, lessons, exercises and articles on this award-winning website. Innovative use of technology and currency enhance the experience.
SCIS 1216582

Understanding Genetics: Human Health and the Genome
http://www.thetech.org/genetics/
Secondary science students can explore many facets of genetics on this interesting website. Subject matter includes health, modified food, ethics and frequently asked questions. The language used is age-appropriate.
SCIS 1216599

Tsunamis and Earthquakes at the USGS
http://walrus.wr.usgs.gov/tsunami/
Using a mixture of animation, virtual reality and text students can explore how earthquakes generate tsunamis. Both hypothetical and actual tsunamis can be viewed. Teachers will need to be aware that specific browsers and plugins are needed for the large files.
SCIS 1202430

Eatons Hill State School – Authors' and Illustrators' Birthdays
http://www.eatohillss.eq.edu.au/birthdays.htm
Developed by a Queensland primary school, this website hosts a chronological listing of the birthdays of children's authors and illustrators. Most entries have links to further information on the author or illustrator and a selection of their titles.
SCIS 1216604

Explore: Searching the Web
http://www.amonline.net.au/explore/searching_ the_web.htm
Teacher librarians, teachers and students wishing to become more adept at using the Internet for research will find this a well-structured and comprehensive guide. The authors (from the Australian Museum) have also included definitions of terms, additional links and specific examples.
SCIS 1216465

Marine Education Society of Australasia
http://www.mesa.edu.au
MESA is a national educational organisation 'that aims to bring together people interested in the study and enjoyment of coastal and marine environments'. Their website contains current programs, information, links and forums to promote these aims.
SCIS 979023

The Microbe Zoo
http://commtechlab.msu.edu/sites/dlc-me/zoo
All manner of hidden microbes can be discovered and investigated here by science students. The language and concepts are appropriate for senior primary and junior secondary students.
SCIS 1180354

National Geographic Printable Photo Posters
http://www.nationalgeographic.com/ printaposter/
Need to redecorate your library or classroom? National Geographic has a selection of some of their most famous photos that can be downloaded, printed onto nine sheets of paper and assembled. There is no charge.
SCIS 1216767

The Navigators
http://www.abc.net.au/navigators/
The impact and significance of early European maritime exploration of Australia can be investigated on this interactive and appealing website. Subsections include Naturalists, Captains, Maps and School Projects.
SCIS 1104020

Neuroscience for Kids
http://faculty.washington.edu/chudler/ neurok.html
This comprehensive science site encourages students to research the mysteries of the nervous system and the brain. Detailed sections deal with Internet resources, current research and discoveries, background information and experiments. Students can also email questions to the Neuroscientist Network.
SCIS 1021370

QCSI – Questacon Crime Scene Investigation
http://smartmoves.questacon.edu.au/csi/ flash.htm
The latest online exhibit from Questacon will appeal to students interested in joining a virtual team of forensic scientists and law officers to solve crimes. Additional careers information and related links can also be accessed.
SCIS 1216786

Te Ara Encyclopedia of New Zealand
http://www.teara.govt.nz/
Featuring text, audio, images and video this absorbing online encyclopedia is being developed by New Zealand's Ministry for Culture and Heritage. The origin of New Zealanders is the first of the nine themes to be published.
SCIS 1211713

Weblogs in the Classroom
http://www.eddept.wa.edu.au/cmis/eval/ curriculum/ict/weblogs/
Weblogs, or blogs, can be a useful tool for teachers and teacher librarians wishing to use the Internet to communicate with others to share ideas and consider classroom activities. The value and application of weblogs are outlined, along with links to free software.
SCIS 1216832

wickED – Science Stuff – Interactive
http://www.tki.org.nz/r/wick_ed/science/ interactives.php
Emanating from New Zealand's Ministry of Education, this website encourages students to undertake a variety of interactive science games to improve their scientific knowledge. Links are available to other curriculum areas.
SCIS 1216843

Reviewed by Nigel Paull, Teacher-librarian, South Grafton Primary School, n.paull@bigpond.com

The Internet sites abstracted in Internetting Corner *are often of a professional nature and should be initially viewed by teachers and library staff to determine suitability for students. The links, content and address of sites reviewed may not be permanent.*

☑ SCISWeb handy hints

1 SCIS catalogue and DVDs

The general material designation (GMD) videorecording is used for DVDs, which appears in the title field in square brackets.

A complete list of GMDs used by SCIS is available from Managing our data–Standards for cataloguing, on our website at http://www.curriculum.edu.au/scis/managing/standards.htm.

From September 2002, SCIS has used the term DVD rather than disc or videodisc to describe the physical items. Previously, DVD was included in a systems requirement note.

This example from the SCIS database shows an entry for a DVD.

Title:	Dinosaur [videorecording] / produced by Pam Marsden ; directed by Ralph Zondag and Eric Leighton.
Publisher:	[Burbank, Calif.?] : Walt Disney Pictures, 2000.
Description:	1 DVD (82 min.) : sd., col.
Notes:	At head of title: Walt Disney. Distributed by Warner Home Video. Animated film based on an original screenplay by Walon Green. Special features: Interactive menus ; scene access ; behind the scenes ; music video ; subtitles: English captions for the deaf and hearing impaired.

SCIS OPAC screen dump © Endeavour Information systems

To search for a title as a DVD, use the *Guided Search* option in SCIS OPAC.

- Type the title in the *Find* search box and select *Title* in the In box. To increase results, type in distinctive keywords or phrases that are certain to be part of the title, for example 'meaning of life' as opposed to 'Monty Python's The meaning of life'. SCIS cataloguers use the title which is located on the title frame of the DVD as the title main entry. In many cases this is not the same title as printed on the container insert or on the label of the DVD. In these situations the cataloguer adds a variant title entry for the title on the container or label. A SCIS OPAC title search finds these variant titles as well as the main title.
- In the next *Find* search box, type 'dvd?' and select *Keyword* in the *In* box. The question mark acts to truncate the search term, so it will find occurrences of DVD in singular form or DVDs as plural. Keyword search will look for the term in all the fields, so will find the use of DVD either as a systems requirement in the Notes field or in the Description field.
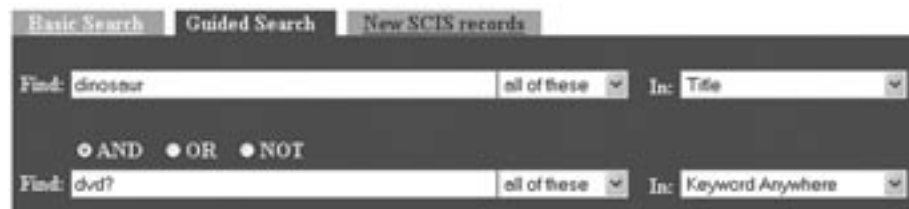
SCIS OPAC screen dump © Endeavour Information systems

SCIS ordering for DVDs

Search SCIS OPAC for the DVDs for which you wish to obtain catalogue records for your system. When a record is identified as matching the required item in SCIS OPAC, the SCIS No. can be used to order the SCIS catalogue record.

2 *SCISWeb* passwords, emails and preferences

At any time you can change your password, email address and the format of records downloaded. Links are available at the SCIS Customer Centre page and the *SCISWeb* page to *Change password*, *Customer profile* and *SCISWeb profile*.

Change password offers a box into which you enter you choice of password. New subscribers or those with restored access will have a default password to access their subscription. It is strongly advised that you change your password to something unique to protect your subscription from unauthorised use.

Customer profile indicates your current email address and your subscription products. This is an opportunity to provide or change the email address. Providing an email address is an opportunity for SCIS to inform you of useful information about products.

SCISWeb profile, available from the *SCISWeb* page, will indicate the total number of records ordered in the current year, the type of Dewey Decimal Classification preferred in your school and the format of order files.

- The default profile for new subscribers is set to Abridged Dewey which is usually preferred in primary schools. The Dewey preference could be changed if you require a more detailed classification. Some primary schools download records with full DDC for subject areas requiring more detail than the abridged version offers, such as sport, religion and medical topics. You can switch between the Dewey preferences from one SCIS order to another.
- The format for order files is usually SCIS format. The USMARC format is required for customers using a library management system which requires standard MARC format. These include Athena, Follett, Horizon and Winnebago systems.

New and revised subject headings

The SCIS Information Services Standards Committee has reviewed headings for natural disasters to improve consistency and to clarify instructions for establishing headings for specific named disasters. Provision has been made for subdividing headings for natural disasters by countries, geographic regions and Australian states and territories. Most significantly, the former heading *Tidal waves* has been replaced with **Tsunamis** and a heading established for **Indian Ocean Tsunami, 2004**. Other highlights of recent subject heading work include the new headings **Graphic novels** and **Maori warfare**, and the rationalisation of headings for **Professional ethics**, including Medical, Legal and Business ethics.

Headings marked with an asterisk * in the following list are existing allowed headings which have been updated with changes to references or notes. New headings are marked as N. Previously allowed headings which have become USE references are marked as U. Deleted headings are marked as D.

For full details of these headings, see the SCIS website at http://www.curriculum.edu.au/scis/productinfo/supplists.htm. A cumulative list of all new and revised subject headings approved since publication of *SCIS Subject Headings Fifth Edition* is also available at this site.

* Adventure and adventurers
* Attitude (Psychology)
* Avalanches
N Betrayal
* Bushfires
* Business ethics
* Civil defence
* Comics
* Competition (Business and commerce)
* Courage
* Cyclone Tracy, 1974
* Cyclones

* Disaster relief
* Disasters
* Discrimination
* Earth
* Earth movements
* Earthquakes
* Emotions
* Erosion
* Ethics
* Ethnic groups
* Fear
* Fiction
* Firefighting
* Fires
* Floods
* Geology
N Graphic novels
* Great Fire of London, 1666
* Great Plague of London, 1664
N Homophobia
* Homosexuality
* Honesty
* Human behaviour
* In vitro fertilisation
N Indian Ocean Tsunami, 2004
* Landslides
* Legal ethics
* Loyalty
* Maori – History
* Maori beliefs and customs
N Maori warfare
* Medical ethics
* Medicine – Practice
* Medicine – Social aspects

D Melbourne (Vic.) – Fires
D Melbourne (Vic.) – Floods
* Melbourne (Vic.) – Industries
* Musket wars
* New Zealand wars, 1843–1872
* Ocean waves
* Panic
* Phobias
* Physical geography
* Professional ethics
* Rain and rainfall
* Reclamation of land
* Sexism
* Shipwrecks
* Soils
* Success
* Suicide
* Surrogate mothers
* Terminal care
N Thredbo Landslide, 1997
U Tidal waves
* Tornadoes
N Tsunamis
* Volcanoes
* Voyages and travels
* War
* Water
* Waves
* Winds

Cataloguing for non-cataloguers:
the truth about subject headings

Most of us, I expect, have done a little 'Googling'. We type two or three words that seem relevant to a question into a search engine and the results are lots of 'hits'. With any luck, we will find several documents relevant to our initial question.

With practice, our searching technique will have become more sophisticated over time, and we may have picked up a few handy hints to improve our searching strategies. But, even so, productive 'Googling' is a pretty unsophisticated process. There are so many documents in search engine indexes, and as our queries are usually not for one particular document but for readily available information, it will be a rare case when we find nothing at all.

Further, most of you have also done some database searching. You may have been searching in keyword or free text mode. Again, you input the keywords that first occurred to you as relevant and, in all probability, had at least some modest success.

If this kind of free searching can be commonly so successful, why then does SCIS need a structured list of subject headings, with all the costs and constraints that such lists involve?

Try this little exercise, and compare the results. We are interested in finding material on the effect of colour on shoppers in a retailing environment. We input the keywords, 'psychology, colour, retail' at http://www.yahoo.com. Having done so, it then occurs to us that Americans spell 'colour' differently. So we do a new search using the keywords, 'psychology, color, retail'. From the two searches we end up with two different sets of 'hits', one three times the size of the other, and with not a lot of overlap.

But if we perform the same search on www.google.com, we end up with a rather different outcome. This is because buried behind the Google front screen is a more sophisticated logic that we in fact cannot see. It is a logic based more on 'fuzzy' concepts of relevance, and has some inbuilt self-learning features.

If we enter 'psychology, colour, retail' into a Google search screen, and then look closely at the highlighted words in the results, we will notice that both spellings of 'colour'/'color' are present regardless of which we entered, and so are their plural forms. Other word variants are also highlighted: in addition to 'psychology' there is 'psychological', and in addition to 'retail', there are 'retailing' and 'retailers'. Performing an advanced search on Google can also let us take synonymous terms into account.

Skilled experienced database searchers will have learned to use a range of truncation and other techniques to take account of some of the factors noted above in discussing free text searching.

The SCIS database and *SCIS Subject Headings*

Major internet search engines provide access to billions of documents on the web. We try to locate information that might come from any available reputable source. Usually we are not looking for one specific document. In these cases, the scattergun type of keyword search that the search engines offer may well be best for such queries.

By comparison, the entire SCIS database is less than a million records. Your school collection may have something of the order of ten thousand items recorded in its catalogue. In that kind of situation, the issue is not finding one of several thousand available documents with the relevant information. In a school situation, the issue is much more likely to be finding, with a high degree of precision, the one or two items in the collection that alone can help us with a particular subject.

Precisely and reliably finding a subject in the small collection inevitably entails using a controlled language in order to take account of a range of language problems, some of which we have noted already. Here are only some of the principal ones.

Spelling

Spelling, especially American vs British forms of a word, is an issue as noted above. In the last issue of *Connections*, the problem of variant spellings of authors' names was discussed. To simplify the task for the user in searching, SCIS selects one form of the word (in the Australian context, usually the English form) as the standard. Typically SCIS then inserts a cross-reference from the form not used. For example 'Color USE Colour'.

Form of word

Conventionally, controlled language databases standardise their language practice not only on spelling, but also on parts of speech. The noun form, rather than the adjectival from, is always used, and in most cases the plural rather than the singular, 'Dogs', rather than 'Dog'.

Evolving language

Language is not a tidy discipline. It changes as the world around us changes. Once upon a time, we had a 'Space race', but that term means little these days. Now it is 'Space – Exploration', a more cooperative enterprise. The 'Soviet Union' no longer exists, and 'Yugoslavia' or 'Jugoslavia' now refers to purely historical entities. All these terms need pointers to the terms that have replaced them. In some cases they need to continue in existence for the sake of those documents that refer to the former historical era.

Variant forms of words

'Soviet Union' raises the broader problem of names, for plenty of texts exist which referred to that entity by its fuller name, 'Union of Soviet Socialist Republics', or the abbreviated 'USSR', and the strictly inaccurate (for that era) 'Russia.' As a general rule, SCIS tends to prefer the best-known form, given our end-users.

Synonyms

Synonyms – different terms for the same concept. Should we use 'Heart diseases' or 'Cardiac diseases'? SCIS uses the former, generally preferring the term more familiar to the general reader in English, rather than using Greek or Latin root words.

Variant forms of entities

A particular entity or subject can take a variety of forms. Caterpillars may in time become Moths or Butterflies, but they are distinctive enough to have their own term in SCIS. Kittens become Cats, and Puppies become Dogs, but these are not so distinctive in form, so we do not have separate headings for Kittens and Puppies.

Sometimes consistency, and technical correctness, can lead SCIS to use a less obvious term. Domestic cattle are called 'Cattle' in SCIS, because the more common label 'Cows' refers strictly to the female of the species, as 'Bulls' refers to the male. For the same reason, 'Poultry' is preferred to 'Chickens' on the SCIS database.

Relationship between terms

Subject authority lists such as *SCIS Subject Headings*, in either print or online versions, also commonly display other relevant terms to help the user find relevant information. Under the heading 'Caterpillars', the user is told that there are broader headings for 'Moths' and 'Butterflies' where useful information might also possibly be found. Under the heading 'Dogs', the user is told to look also under the names of specific breeds of dogs. 'Folk dancing' and 'Folk music' are not broader or narrower concepts in relation to each other, but are highlighted in the list as 'related' terms.

The aim of creating this kind of structured listing of subject terms is twofold: to make for more precise and reliable search results, and to save the end-user as much time as possible.

Ray Cotsell
SCIS database support

The library and the Internet: ten good reasons to use the library

In the lead article in this issue of ***Connections***, Barbara Combes points out the value proactive teacher librarians and libraries can add to schools and their curriculum programs. Here are ten reasons why students and teachers should be using the library's resources.

1 Not everything is on the Internet

There is a lot of useful information on the Internet. Unfortunately, this often leads to the misconception that everything you need to know can be found online. This simply is not true.

2 Not everything on the Internet is free

The web includes subscription services that require payment to access the website or download the material. Before spending money on these services, it is best to check the library's resources, which are provided free.

3 The Internet is not very organised

How many times have you searched for something on the web and got a huge list of web pages? How are you supposed to make sense of that? Library resources, unlike the web, are organised by topic or subjects and broken down into different types of information (books, articles, databases, etc.) Library resources have been organised by people, not by search engine robots.

4 No quality control on the Internet

The Internet includes unsubstantiated information, misconceptions and half-truths. Anyone with a computer can put up a website, and make claims without proof. Some sites will deliberately mislead in order to get payment, to change your opinion on a controversial issue, or just to pull your leg. Hoax sites exist, and they often look real. Library resources, on the other hand, have mostly been through editors and fact-checkers who make sure the resources are (relatively) reliable information.

5 Internet sources harder to verify

When writing a paper, it is important to cite your sources. Some web pages make it difficult to ascertain who is stating what and where the information came from. Library resources, even those on an online database, will tell you exactly the source of the information.

6 The Internet is too new for some things

The web is relatively new, and most sources of information over 10–15 years old have not been digitised or placed on the web. When searching for information on older events it may be better to check the library's resources.

7 Library online resources available 24/7

There is more to the library than books these days. Library online databases can be accessed from the library's database. Although you access these databases through the Internet, they are not Internet sources. They are part of the library's collection as the books on the shelf.

8 The Internet is a mile wide

A search results in perhaps 40 websites on a topic, but they all give you the same four or five facts without detail. For a varied and more in-depth analysis of a topic and its associated subjects, the library's databases will provide broader material.

9 The library or resource centre exists

Your education department thinks it is important and provides the library resources. Why not take advantage of what is already available. Improvement in services is stimulated by users' activities and requests.

10 People can help you use our library

Searching for information on the Internet can take extensive time with poor results. Take advantage of the services of your library to point you in the right direction at the start of your research.

This list is adapted from Lake Land College Library, Mattoon, Illinois and permission republished with permission. See http://www.lakeland.cc.il.us/library/tenreasons.htm.

The Lake Land College Library list was adapted from Mark Herring's ***10 Reasons Why the Internet Is No Substitute for a Library***, which originally appeared in American Libraries, April 2001, pp 76–78, available at http://www.ala.org/ala/alonline/selectedarticles/10reasonswhy.htm.

Books Alive 2005

Books Alive, the nation's biggest promotion of books and reading, will offer a specially commissioned book *Hell Island,* by best-selling thriller writer Matthew Reilly, during the campaign this August. *Hell Island* will be given free with the purchase of any title from the newly produced brochure, *The Books Alive Great Read Guide*, during the campaign which runs from 27 July to 31 August 2005. *The Books Alive Great Read Guide* will showcase a selection of 50 'remarkable' books for adults and children and is the cornerstone of the 2005 campaign. The *Guide* will be distributed to Australian schools during the promotion.

The aim of Books Alive, an Australian Government initiative developed through the Australia Council for the Arts, is to increase the reading and buying of books and to improve the profile of books in Australia.

Books Alive is particularly interested in reaching 'light readers', reminding them of the sheer enjoyment of reading for pleasure and the benefits of reading as a leisure activity. *The Books Alive Great Read Guide* and the free book offer will provide a compelling reason to visit a bookstore in August.

The Books Alive Great Read Guide and the gift book mark a change in the campaign which offered titles by Australian writers, including well-known children's writers Anna Fienberg, Morris Gleitzman and Duncan Ball, in special Books Alive editions in August 2003 and August 2004. The change in direction in 2005 is a result of learning gained over the campaign's first two years, as well as market research and consumer testing with Australians who were identified within the 'light reader' category. The idea of a 'Great Read Guide', in the stye of a 'good food' or 'good wine' guide tested very positively with these consumer groups.

Books Alive research has found that while people value books and would like to read more, they find it difficult finding a good book – a book they can be sure of enjoying. While those who identify as 'book lovers' relish the experience of browsing in bookshops, this is not the experience shared by many in the wider community. Research indicates that it is not uncommon for people to be overwhelmed by the vast selection of books on offer in a bookshop.

'The aim of the *Guide* is to simplify the world of books', says Books Alive chair, Sandra Yates. 'Faced with an overwhelming range in book stores, the *Guide* will inform and empower occasional readers to make more satisfying reading choices.'

Hundreds of books submitted by publishers and booksellers were carefully reviewed by a panel of Australian book industry experts early in 2005. They had the tough task of deciding on the 44 that they considered the 'most remarkable' for this year's *Guide*. A further four titles were recommended by well-known Australians such as media personality Rove McManus and sports-woman Liz Ellis, and two of the fourteen children's titles included in the *Guide* have been specially proposed by young readers. The *Guide* will be filled with great books ranging across general fiction, crime, romance, cooking, history, biography, war and books for children of all ages, including the very young.

The panellists included Sandy McCutcheon, ABC radio broadcaster; Lucy Clark, Book Reviewer, *The Sunday Telegraph*; Carol George, Literary Editor, *The Australian Women's Weekly*; Nina Bingham, Children's Bookseller, Written Dimension, Noosa; Australian Booksellers Association representative Chris Bothams (Dymocks, Carousel, WA); Australian Publishers Association representative Lisa Highton (Publishing Director, Hodder Headline Australia); and Brett Osmond, Project Director, Books Alive. The panel's diverse interests, tastes and attitudes to what makes a 'great book' ensures there is something in the *Guide* for every Australian.

Most Australian booksellers will participate in Books Alive 2005 and will stock all or a selection of *Guide* titles. These books will be stickered as 'one of the 50 remarkable books' for handy identification in-store. Bookstores will display Books Alive posters and many will have their windows dressed in celebration of the campaign. For every *Guide* title bought, the purchaser is entitled to a copy of *Hell Island* by Matthew Reilly (while stocks last).

Matthew Reilly will be a spokesperson for Books Alive 2005. Reilly is a great role model for such a public campaign, with his tremendous enthusiasm for reading and very positive message directed to people of all ages to 'give reading a go'. And as well as his high profile among adult readers with thrillers such as *Contest*, *Ice Station* and *Area 7*, Reilly's books are popular with teenagers and have been known to turn reluctant readers, particularly boys, onto books. In a letter written for Books Alive, Reilly acknowledges that his books 'get even the most stubborn non-readers reading', adding that his goal in writing *Hell Island* for *Books Alive* is 'to provide a "page-burner", the kind of novel you just can't put down'. In true Reilly style, *Hell Island* is a fast-paced action thriller and not for the faint hearted. It does contain language and violence, and therefore should be recommended for ages 14 and up. Reilly and many of the participating Australian writers will tour during August with Books Alive. All touring information will be posted on the Books Alive website in the lead up to the campaign.

The full list of *Guide* titles will be released as a lift-out in the August edition of *The Australian Women's Weekly* which will be on sale from Wednesday 27 July. Copies of the *Guide* will be also be available at participating bookshops and libraries, and over a million *Guides* will be handed out at shopping malls and major transport hubs around the country. Television and radio advertising will complement the *Guide* distribution and publicity program.

Further campaign details are listed at www.booksalive.com.au.

Margaret Burke
Coordinator, Books Alive
Australia Council

Educational Lending Right

Educational Lending Right (ELR) is an Australian cultural program that supports the production of Australian children's literature and educational books.

Educational Lending Right (ELR) has two main objectives:

- **to make payments to Australian creators (authors, illustrators, translators, compilers and editors) and publishers on the basis that income is lost from the availability of their books in educational lending libraries**
- **to support the enrichment of Australian culture by encouraging the growth and development of Australian writing and publishing.**

In the Public Lending Right Scheme Committee Annual Report (2003–04)**, James Moloney, Representative of Australian authors on the Public Lending Right Committee, wrote** What PLR and ELR payments mean to authors. *Here is the article, reprinted with permission.*

It might help all the librarians and other library workers who graciously find time to assist in the annual PLR and ELR surveys to know what a difference these payments make to authors.

Sadly, it is a rather romantic misconception that authors labour away alone in their garrets, concerned only for their work and somehow immune from the mundane needs of daily life. In truth, most of us have families to support and the same need to pay the bills as the office worker, the car mechanic, or the mother of three living in the same street.

As author Bill Condon put it so succinctly in a recent submission, 'time writes books' and what authors crave more than anything is the time to create their work. Only a handful of Australian writers can live on their royalty payments alone. Most look for other ways to support themselves and their families in ways that allow them to keep writing. Unfortunately, time spent working at other jobs is time that cannot be spent using the perception, imagination and language skills which authors must hone if Australia is to maintain a significant body of literature to support its cultural identity. Government grants are very welcome, but they can benefit only a lucky few each year.

To keep writing, many Australian authors try to cobble together an adequate income from a combination of sources: for a growing number of writers, an important component of this patchwork is PLR and ELR payments. Unlike grants, PLR and ELR payments benefit many thousands of authors each year. Better still, the payment replaces income writers are deprived of because so many people are able to borrow and read their work without buying a copy. It means a great deal to us that this is money we have actually earned, justly made available to us through the PLR and ELR schemes.

Prominent author of children's non-fiction texts, John Nicholson, says that PLR and ELR payments make the difference between getting by each year and the financial pressure that would force him to pursue a different career. Margaret Wild cites lending right as the reason she was able to move from her position as an editor in a publishing company to become a full-time writer, and the wonderful verse novels she has recently produced would not have been written without this opportunity.

I hope this has shown library workers how much they may help us. An important goal of both PLR and ELR is to support the enrichment of Australian culture and, by taking part so diligently in surveys to support the schemes, librarians are adding to their already significant role in this vibrant part of Australian life.

Resources

New from Jamie McKenzie

Learning to Question, to Wonder, to Learn
Teacher resource, 170 pp
Author: Jamie McKenzie
RRP: $40.00
SCIS No: 1217702
ISBN: 0 96740 785 0

In *Learning to Question*, Jamie McKenzie shares his best insights about sharpening the questioning powers of the young, emphasising practical classroom strategies that teachers can use on Monday morning.

This book is meant to equip teachers to nurture the sense of wonder in all students while encouraging them to explore, uncover, discover, invent and decide.

McKenzie shows how good teaching blends four elements: science, craft, art and alchemy. As teachers proceed through their careers, they deepen and extend their repertoires of effective teaching techniques in order to orchestrate and inspire student learning.

Learning to Question is a powerful addition to any teacher's repertoire.

Also new from Curriculum Corporation

Japan Diary
Lower to middle secondary student text,
148 pp; full-colour
Author: Trudy White
RRP: $15.95
SCIS No: 1199618
ISBN: 1 86366 594 3

Amy Deerson and Taro Nakagawa are exchanging lives for six months and they are taking their diaries with them.

Japan Diary is a novella in two parts which explores the personal journeys and cultural discoveries of two secondary students, one from Australia and one from Japan. Suitable for lower and middle secondary English classes.

Let's Learn with Myths
Middle to upper primary teacher resource,
80 pp
Author: Andrea Blake
RRP: $34.95
SCIS No: 1189004
ISBN: 1 86366 770 9

Let's Learn with Myths is a teaching and learning toolbox rather than a simple collection of stories in the category of myths. It explores a selection of well-known and lesser-known myths of Greek, Roman, Egyptian, Chinese, Aboriginal, Celtic and Norse origin. These cultural mythologies are explored in the following ways.

* 14 readings
  Suitable for individuals, small or large groups, or for reading aloud with the whole class, the readings take the form of a retold myth or information that highlights interesting elements in a cultural mythology.
* Stimulating ideas
  These aim to challenge and engage students in constructive, meaningful inquiry. The A–Z of Marvellous Myth Activities provides options that are not only rich in terms of content and choice, but also offer 26 different pathways to learning.
* Activity sheets – photocopyable blackline masters
  Most require students to select one option. The tasks are set out this way to offer students maximum choice and enable teachers to provide for a range of needs and abilities.
* Follow-up
  These are predominantly literacy-based tasks, however, other curriculum areas are integrated throughout (eg drama, art, mathematics and integrated studies).

Let's Learn with Legends
Middle years teacher and student resource,
72 pp
Author: Andrea Blake
RRP: $34.95
SCIS No: 1201093
ISBN: 1 86366 779 2

Let's Learn with Legends is a teaching and learning toolbox rather than a simple collection of stories in the category of legends.

It features two sections:
* Legendary Men
* Legendary Women.

They are explored in the following ways.
* 14 readings
  These are suitable for individual, small or large group use, or for reading aloud with the whole class. Readings take the form of a retelling, or information which illuminates interesting elements of the legend.
* Stimulating ideas
  These aim to challenge and engage students in constructive, meaningful inquiry. The activities provide options that are not only rich in terms of content and choice, but also provide many different pathways to learning.
* Reproducible worksheets
  Most worksheets require students to select one option. The tasks are set out this way to offer students maximum choice and enable teachers to provide for a range of needs and abilities.

The *Let's Learn* series also provides the classroom teacher with ideas to enrich the learning of more able students.

To order any of these resources, email sales@curriculum.edu.au, or telephone 03 9207 9600.

Visit http://www.curriculum.edu.au/catalogue for more information on resources from Curriculum Corporation.

The Le@rning Federation

In addition to interactive multimedia learning objects, The Le@rning Federation has now commenced release of digital resources to encourage student learning and to assist teachers in their planning and pedagogy.

Linking to the *Showcase* section of the website will provide you with some examples of both learning objects and digital resources. Go to http://www.thelearningfederation.edu.au/tlf2/showMe.asp?nodeID=242.

As teacher librarians you will find this area of the website well worth bookmarking as the examples are updated on a regular basis.

Digital resources

The purpose of the digital resources project is to make available a substantial number of resources – in digital form – which are significant and meaningful on their own and not otherwise readily accessible. They are useful for teaching and learning in the six agreed curriculum areas of Science; Mathematics and numeracy; Studies of Australia; Literacy for students at risk; Innovation, enterprise and creativity; and LOTE (Chinese, Japanese and Indonesian).

Digital resources consist of a single item, such as a section of moving image footage or a set of items, accompanied by descriptive information and interpretation of their educational value. As well as moving footage, items include images of documents, line drawings, paintings, or maps; photographs; and audio files of songs and broadcasts. TLF licenses these items from cultural institutions and scientific organisations, including the National Film and Sound Archive and the Museum of New Zealand Te Papa Tongarewa.

Two types of digital resources

There are two types of digital resources: learning assets (LA) which contain a single item and combined learning assets (CLA) which are selected items assembled around a theme.

Each item is presented in template form, which includes a description of the item, a statement of its educational value and acknowledgement of its source. Teachers and students have the flexibility to use the digital resources as part of their own learning design. The items can be displayed on their own or in their explanatory templates.

Margery Hornibrook
Manager, Communications
The Le@rning Federation
Email: info@thelearningfederation.edu.au

SCIS Authority Files – questions and answers

Who can use the *SCIS Authority Files?*

SCIS Authority Files are compatible with most library systems. Consult your library system support team for compatibility details.

Do I need to subscribe to *SCIS Authority Files* for each campus/library in a school?

No, all campuses/libraries of a subscribing school are permitted to use the *SCIS Authority Files.*

What is the advantage of *SCIS Authority Files* if I download SCIS catalogue records?

SCIS catalogue records only provide subject headings and no references. Without references in the catalogue, users who type in a non-allowed heading might retrieve no hits for a particular search for which there may be resources in the library.

What does the *SCIS Authority Files* contain?

It contains the subject authority file and the name (author) authority file from the SCIS database.

What is contained in the subject authority file in the *SCIS Authority Files*?

It contains all subject headings assigned to SCIS catalogue records and references to and from those subject headings, as well as notes. The headings include topical headings, for example **Horses,** and also proper name headings (as subject of the resource), for example **Spain**.

What is contained in the name authority file in the *SCIS Authority Files*?

It contains 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.

What are see references?

See references take the user from the non-allowed heading to the allowed heading. Sometimes *see* references are displayed in the OPAC, for example a SCIS OPAC search on **Biking** displays *see* **Motorcycling**.

However, the way this reference is displayed varies between library systems. In some library systems the user is automatically taken to the resource that uses the allowed term.

What are see also references?

See also references take the user from the allowed heading to other allowed related headings, for example **Flags** *see also* **Heraldry**, an alternative related subject heading.

What does it cost?

The full subscription price is $85.00 (GST and postage included) for Australian schools. For schools in New Zealand and other countries the full subscription price is A$77.00 (postage included). The CD-ROM is supplied in March and August each year.

How long is the SCIS Authority Files subscription?

All SCIS subscriptions operate on a calendar year cycle (1 January–31 December).

SCIS order form

Forward the completed form to:
SCIS order
Curriculum Corporation
PO Box 177
Carlton South Victoria 3053
Australia

Facsimile: 1300 780 545 (within Australia)
Facsimile: +61 3 9639 1616 (international)
ABN:18 007 342 421

SCIS
SCHOOLS CATALOGUE
INFORMATION SERVICE

NOTE: •SCIS subscriptions operate on a calendar year cycle (January 1 – December 31).
•Customers who subscribe midway through the year are required to pay the full subscription price.
•Where applicable, each campus or library within a school must have its own subscription.

Product information located at: http://www.curriculum.edu.au/scis/productinfo/overview.htm
Customer Support - 1800 337 405 (free call within Australia outside Melbourne metropolitan area) or 9207 9600 Melbourne metropolitan area or + 61 3 9207 9600 (International)

SCISWeb subscription	Number of students							Amount
	0–50	51–100	101–400	401–800	801–1200	1201– 1600	1601+	
SCISWeb (Australia)	$121.00	$242.00	$363.00	$605.00	$847.00	$1089.00	Price on	
SCISWeb (International)	$110.00	$220.00	$330.00	$550.00	$770.00	$990.00	Application	

Other subscription products	Australian price (Includes GST)	International price	Amount
SCIS Authority Files	$85.00	$77.00	
SCIS Subject Headings Online	$44.00	$40.00	

Other SCIS products	Australian price (Includes GST)	International price	Amount
SCIS Subject Headings Fifth Edition	$120.00	$108.00	
Datalogic Touch 65 fixed scanner (5 year warranty**) Compatible for PC and iMac ☐ PS2 Select connection required: ☐ USB	$218.00	$198.00	
Cipherlab 1067M portable scanner (3 year warranty**) ☐ PS2 Select connection required: ☐ USB	$599.50	$545.00	
Additional connection for Cipherlab 1067M portable scanner: ☐ PS2 Select connection required: ☐ USB	$82.50	$75.00	
Opticon OPL 6735 laser scanner (3 year warranty**)	$550.00	$500.00	
USB connection for Opticon OPL 6735 laser scanner	$55.00	$50.00	
Cipherlab 1160 CCD cordless memory distance scanner (1 year warranty**)	$946.00	$860.00	
USB connection for Cipherlab 1160 CCD cordless memory distance scanner	$33.00	$30.00	
Barcode scanner stand	$49.50	$45.00	
Postage and handling	$8.00	(one item) $12.50 (two items) $20.00*	
		Total $	

Prices in Australian dollars
*A quote will need to be obtained from Curriculum Corporation for postage of more than two items.
** Warranty conditions apply

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