

◆ DLS Newsletter ◆

Volume 10, Issue 2

1522-1806

Spring 2001

**ALA 2000
Midwinter
Meeting
Washington, DC
Jan. 12-17, 2001**

**Fall 2000
Volume 10, Issue 2
Editor: Nancy Burich
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at
[http://
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Quantity AND Quality: Greetings from the Chair of the Fastest Growing ACRL Section

I recently received word from ACRL that the Distance Learning Section membership increased by 11.08 percent last year. Of the seventeen ACRL Sections, this was the largest increase. In fact, only two other sections showed modest increases and the rest declined in membership. With over 1300 members, DLS is not the largest

ACRL section, but the number of members has continued to grow during our more than ten years. While we celebrate the quantity we can also celebrate the quality of our endeavors.

I particularly want to celebrate the dedication and involvement of the DLS members who are actively participating in the thirteen committees. Thank you for your involvement and your leadership. It is through the hard work of each committee member and chairperson that the Distance Learning Section can accomplish its goals and make contributions to our profession. Please contact Anne Marie Casey, DLS Vice Chair/Chair-Elect,

if you want to volunteer. (anne.marie.casey@cmich.edu).

The development of the "Guidelines for Distance Learning Library Services"

has been one of the most important contributions of the Distance Learning Section. I want to remind everyone that the most recently revised

guidelines were approved by the ACRL Executive Committee on October 6, 2000, and published in the December 2000 issue of *C&RL News*. Thanks to all of you who have disseminated the Guidelines and other DLS information to colleagues, at conferences, to accrediting agencies, etc.

At ALA Midwinter in Washington, DC, in addition to productive DLS committee meetings, almost fifty people attended the DLS Discussion Group. The participants held a lively and informative discussion of the issues relating to the use of course management software for library instruction.

Soon we will be meeting

again at the ALA Annual conference in San Francisco in June. One of the highlights will be the DLS-sponsored program. I encourage you to attend "Integrate, Separate, or Outsource?: Models for Distance Learning Services," on Saturday, June 16, from 2 – 4 pm. (See page 132 of the March 2001 *American Libraries* for more information.) I also invite you to participate in the DLS Discussion Group at ALA Annual on Monday, June 18, from 8:30 – 10:30 am when we will continue discussing issues related to the program topic. A Distance Learning Section general membership meeting will follow the Discussion Group from 10:30 – 11 am.

Also at ALA Annual in San Francisco, the DLS committees will meet concurrently on Sunday morning, June 17, from 8:30 – 11 am, and the Executive Committee will meet that afternoon from 2 – 4 pm. In the meantime, please continue to participate in the discussions on the OFFCAMP list and check the web site often for updated Distance Learning Section information.

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Distance Learning Section

DLS Guidelines and Accessibility Issues

Although still growing in numbers, distance library services are also well established in most states. Using the ACRL Guidelines for Distance Learning Library Services as a framework, many academic librarians have worked hard to provide support, resources and services to the ever-growing number of students, faculty and staff served at sites around the globe. New technological innovations have made delivery of instruction and documents to distance students more seamless. While constantly striving to ensure that students at distance sites have equitable access to physical resources, distance education librarians may also attend to universal design techniques when designing web sites that will be used by all populations.

At the 2001 mid-winter meeting, Audrey J. Gorman, Director of the Public Libraries Learning Disabilities Initiative Roads to Learning project, discussed with DLS Guidelines committee members the need for greater awareness of accessibility issues in web design. Creating and maintaining library sites that can be used by *all* visitors, regardless not only of location but also of special needs, should be considered when designing and testing distance library services.

The committee members received several handouts that provided more information on these issues. For greater coverage of accessible web design principles and techniques, the following websites are of particular interest:

DO-IT

<http://washington.edu/doit>

Trace Research and Development Center

<http://trace.wisc.edu>

Center for Applied Special Technology
<http://www.cast.org/bobby/> - software that will test website accessibility and highlight nonstandard or incorrect HTML code.

Equal Access to Software and Information (EASI)
<http://www.isc.rit.edu/~easi>

World Wide Web Consortium
<http://www.w3.org>

In addition to these sites, the American Library Association recently issued a policy statement (viewable at http://www.ala.org/ascla/access_policy.html) regarding library services to people with disabilities. The guidelines committee will be looking at this statement during the next revision.

--Linda Frederiksen
for the DLS Guidelines
Committee

ACRL Resolution

Carol Moulden, Chair of DLS, received this congratulatory note to the Section:

I am pleased to inform you that at its second meeting in Washington, DC, the ACRL Board of Directors commended Distance Learning Section for its services to the association during the past 10 years and voted to approve the following Resolution:

Whereas the Distance learning Section celebrated its 10th anniversary in 2000, and Whereas the Distance Learning Section is the fastest growing Section of ACRL; be it resolved that the ACRL Board of Directors congratulates the Distance Learning Section their 10th anniversary and

their efforts to extend library services to off campus teaching and learning.

Althea H. Jenkins
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www.ala.org/acrl.html

Subscribing to OFFCAMP Listserv

The OFFCAMP (Off-Campus Library Services) Listserv has been established for the purpose of "discussion about all aspects of service to remote users, including but not limited to branch campus service, state regional, national, and international academic programs and their associated constituents."

To subscribe to OFFCAMP, send an e-mail message to:

listserv@lists.wayne.edu

In the body of your message type:

SUB OFFCAMP YOUR NAME
Example: SUB OFFCAMP JANE JONES

(or SUB OFFCAMP JANE L. JONES)

How to Join DLS

To join the Distance Learning Section, contact:

Membership Services

ACRL

50 Huron Street,

Chicago, Illinois 60611

1-800-545-2433 ext. 2521

email: acrl@ala.org

<http://www.ala.org/acrl.html>

DLS Program in San Francisco

Program Day & Date: Saturday, June 16, 2001

Program Time: 2:00 to 4:00 pm

Program Title: Integrate, Separate, or Outsource? Models for Distance Learning Services

Program Description:

The Distance Learning Section hosts a discussion about organizing services to online and off-campus students, "Integrate, Separate, or Outsource? Models for Distance Learning Services." Alexander Slade, co-author of Library Services for Open and Distance Learning, presents the issues, Steve Schafer discusses integrated services drawing on Athabasca University's thirty years of distance education, Anne Marie Casey details twenty-five years of Central Michigan University's Off-Campus Library Services, and Kim Dority outlines Jones International University's inter-institutional outsourcing services.

Speakers:

Alexander (Sandy) Slade
Head, Document Supply Services
University of Victoria Library

Steve Schafer
Director, Library
Athabasca University

Anne Marie Casey
Director, Off-Campus Library Services
Central Michigan University

Kim Dority
Vice President, e-global library
Jones International University, LTD.

—Sherrill Weaver
Chair, DLS Conference
Program ALA 2001

DLS Meetings in San Francisco

To help you plan for the ALA Annual Conference in San Francisco in June, here is the schedule of the ACRL Distance Learning Section meetings and events:

Saturday, June 16,
2 - 4 pm: DLS Program --
Integrate, Separate or Outsource:
Models for Distance Learning
Library Services

Sunday, June 17,
8:30-11 am: All DLS Committees
2:00 - 4:00 pm: DLS Executive
Committee

Monday, June 18,
8:30-11 am: DLS Discussion
Group and membership meeting

Hoping to see you all there!

—Carol Moulden
Chair, DLS

ACRL Crosses the Divide: Denver 2001

Against the incomparable backdrop of the Rocky Mountains, the Association of College and Research Libraries held its tenth national conference in Denver March 15-18. Several threads emerged, both from the presentations and from informal conversations, including information literacy, e-reference, and vision and innovation.

Programs on information literacy were numerous and especially included presentations about evaluation and assessment of information literacy workshops, tutorials, and programs. As libraries take the next step in promoting information literacy programs, we must develop the means to assess our success.

E-reference was also greatly in evidence, as programs were presented about technology; practices and procedures; and the future of e-reference services. Invited speaker R. David Lankes from Syracuse University spoke about "Digital Reference: The Future of Academic Reference?" and set the stage for a diverse panel of experts to discuss how librarians can play a unique role in providing service via the Internet.

Programs that, in one way or another, featured vision and innovation within libraries were particularly interesting. Axel Schmetzke from the University of Wisconsin-Stevens Point discussed "Distance Education, Web Resources Design and Compliance with the Americans with Disabilities Act." His presentation pointed out the lack of accessible sites and proposed certain strategies for creating

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ACRL Board Action

At the second meeting of the ACRL Board of Directors in Washington, DC, the Board approved a request from the College Libraries Section to institute a practice of virtual membership on Section committees. The Board asked that all Sections be made aware of this action and that the guidelines developed by the College Libraries Section be shared.

—Althea H. Jenkins
Executive Director

Breaking Through the Firewalls

Using EZproxy for Off-Campus Access to Restricted Files

Providing off-campus access to restricted electronic resources can be a challenge for academic libraries. In most cases today, contracts for web-based databases require that access be limited to the students, faculty, and staff at each particular institution. Vendors can easily accomplish this restriction for any library or institution by either of two basic methods: (1) by limiting access through an ID/Password arrangement or (2) by limiting access to those computers that are located only on-campus (limiting to computers with on-campus IP addresses).

By working with vendors to limit access through ID/Passwords, libraries can solve the problem of serving both on-campus and off-campus users. On the positive side, users follow the same access procedure, whether they are located on-campus or not. In addition, user access is unaffected by firewalls, and users never have to deal with configuring their web browsers. On the down side, however, keeping all students/faculty/staff informed about the proper passwords can be quite difficult—especially during any period when the library changes the passwords. Importantly, however, for security reasons, passwords should be changed regularly each semester or each year. Under such an arrangement, the task of keeping everyone informed about the proper ID/passwords can consume a good deal of time for user-education and reference staff.

Although some libraries work with vendors to use ID/Passwords, probably most academic libraries sign contracts with vendors that restrict users by their computer IP addresses, thus limiting all users to those with on-campus or on-site IP

addresses only. Under such an agreement, on-campus users have the luxury of using a seamless access, with no need to remember any numbers or passwords. Although such an arrangement can cause a serious problem for users located off-campus, most academic libraries solve the problem by using a "proxy server."

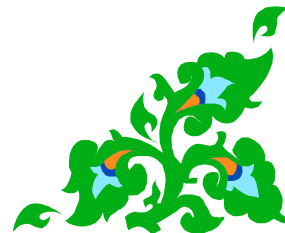
A proxy server is a computer that serves as an intermediate connection between an off-campus user and a database vendor. When an off-campus student connects his/her computer with a proxy server, the student can then access any of the library's restricted databases, because in the user/database connection, the proxy server provides the vendor with an on-campus IP address, masking the fact that the student is accessing the file from off-campus. Essentially, for the database vendor, it appears as if the student's computer is actually located on-campus, since the proxy server itself is on-campus.

Many academic libraries use a traditional http proxy server (such as Apache's or Microsoft's). Although a traditional proxy server can ultimately provide seamless access to electronic resources, it does require that all individual users complete an initial configuration of their web browsers. Under such an arrangement, where users must complete such a task, user education is obviously very important, demanding good online instruction and help, as well as good reference assistance. In addition, another down side of the traditional proxy server is that it does not work for users located behind firewalls. Many libraries and companies set up firewalls to protect their computer systems, but unfortunately, the firewalls also prevent users from configuring their web browsers to use an off-site proxy server. Off-campus students employed at companies that have firewalls can find this kind of situation extremely

frustrating.

Increasingly, in order to avoid the problems presented by traditional proxy servers, academic libraries have been turning to EZproxy software from Useful Utilities. There are two important differences between EZproxy and a traditional proxy server. First of all, under EZproxy, users no longer have to configure their web browsers to work with the server, and also very importantly, users no longer have to worry about firewalls. With an EZproxy server, off-campus users need only type in their ID number when prompted, and afterwards they enjoy seamless access to the libraries electronic resources. In addition, libraries will find that less time needs to be devoted to user-education and reference help when they employ an EZproxy system, instead of a vendor-supplied ID/password or a traditional proxy system. For the library and for the user, EZproxy provides the best current answer for off-campus access to restricted electronic resources.

—Stephen H. Dew



LITA Distance Learning Interest Group

The LITA Distance Learning Interest Group met on Sunday, January 14, 2001, at the Crowne Plaza Washington D.C. Hotel from 9-11 a.m. The first topic to be discussed was the annual program for San Francisco. The working title of the program is "Distance Learning with Ease and Elegance." The tentative program description that will be used to encourage participation in the program was shared. "Distance Learning can be done with ease and elegance! No more FrontPage or HTML editors. Use affordable CMS WebCT, Blackboard, eCollege. New and powerful, integrated for library instruction, services, and resources. Target Audience: All types of libraries/librarians that want to reach patrons/users via the Internet. Would you like to be a participant in the annual program? Are you using WebCT or eCollege or another CMS system? We would like a mix of types of libraries, but will consider any applicants."

Terry Quiett and Greg Zuck (gzuck1@sckans.edu) both from Southwestern College, will present their academic library's use of Blackboard and their bibliographic instruction module that incorporates streaming video, quizzing, graphics (Flash4), and threaded discussions sent to distance education students. Use of cable modems may also be briefly discussed for their multimedia requirements.

Zuck discussed his visit to the Blackboard offices in D.C. His college offers a library orientation program for freshmen that is merely a walk-through; they can come back to the library for more detailed instruction. About 20% come back.

Barbara Smith (Institute of Museum and Library Services: bsmith@imls.gov) uses e-learning for staff development and "educational training." She was

open to giving grants for "e-learning"-Blackboard courses that are collaborative efforts between libraries and museums.

Tommie Wingfield (UT-A: wingfield@uta.edu) has used WebCT for years (there are about 350 WebCT courses). Her institution looked at Blackboard, but it was too expensive. They have about 8,000 student accounts. Wingfield works with librarians to develop courses and has developed "Explorer," a virtual library tool using Real Media (audio and video). She is concerned about evaluation (i.e. testing), plagiarism, and writing term papers. She uses online quizzes using Perl scripts. She believes that cutting edge instructional materials must be delivered effectively to hold student interest.

Annie Haynes (IU: anhaynes@indiana.edu) is Indiana's new DLS librarian.

Zuck noted that the SF program needs to talk about technology: what we use, how it works, and how it is successful. The 2002 LITA conference will include a DLS program on various ways to allow distance learners into databases (proxy, etc.).

Wingfield mentioned that Amigos gives travel grants to study distance learning activities at other libraries, and perhaps other regional associations do the same thing. As part of this program, she is going to Paris and the PoValley to study Internet use in a small regional university.

Also mentioned were: LITA list: Syllabus.com; NIMH (?) in-house learning tools; www.techlearn.com has good distance learning conference sites.

This was a good meeting. Some participants were late due to the practice parade for the Bush inauguration. I think that we should reach out to this group and perhaps

invite their members to join OFFCAMP.

--Ralph Scott

Message from the Chair

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(caspian.switchinc.org/~distlearn).

Thank you all for your participation in DLS. See you at ALA in San Francisco in June!

Carol Moulden
Chair, DLS
Cmoulden@nl.edu



Editor's Note

Some articles may have been edited due to their length and to the limit of eight pages for the Newsletter. This editing is noted at the end of affected articles. The full-text version is available on the DLS Web site. Minutes of section committee meetings also appear on the Web site.

Please submit any corrections to this Newsletter to the editor at nburich@ukans.edu.

—Nancy J. Burich

New Online Resources

CONCEPT MAPPING INFORMATION

IHMConcept Map Software

<http://cmap.coginst.uwf.edu/>.

What do you know about concept mapping software? Not much, you say, as do I. Concept mapping as an idea and on paper has been around for over thirty years. The University of West Florida's Institute for Human and Machine Cognition has developed software that takes ideas from the web or elsewhere and relates them to other ideas on the web. When someone clicks on a concept box they can be taken to another concept map or to a web site. The idea with this concept mapping software is to remove "page" organization from the web and instead make better use of the hyperlinking and non-linear capability of web site organization. It's an information organization tool that I think librarians could put to good use!

Right now, the software is being used by NASA and proposed for use by schools to promote brainstorming and for use by other scientific or commercial groups. I wonder whether it could be used by librarians to teach information literacy or to help students plan research projects. CMap is supposed to be good for people who are working in teams so it might have application in the distributed learning world where people, students, teachers and librarians are all in different places.

You can read about it:

Researchers build a better browser through concept mapping, by Bill Kaczor

http://www.polkonline.com/stories/123000/sta_concept-browser.shtml.

You can download this software at no cost from their site at:
<http://www.coginst.uwf.edu>. This is

also the main sits for the Institute for Human and Machine Cognition .

—Debbie Cardinal

=====

SEARCH ENGINES

Vivisimo

[<http://www.vivisimo.com/>]

Vivisimo is a web utility that meta-searches a number of major search engine databases, but with a twist. It organizes the results into folders so that web pages covering the same sub-topic are arranged together. Importantly, the folders are not exclusive. That is, a page that matches more than one subject will appear in more than one folder. The toolbar that appears at the bottom of the screen adds some good functionality too.

Web Brain

[<http://www.webbrain.com/>]

Web Brain will make you say "Wow!" At its core, it's a subject directory, but it's the interface that makes it special. A combination of a manipulable graphical interface and a search function makes it a more powerful and interesting web exploration tool. Not the best place to go if you're looking for specific information, but great if you're browsing. If you like the interface, take a look at the Plumb Thesaurus below, it works in a similar way.

Find Same

[<http://www.findsame.com/>]

Find Same is a unique search engine that's more of a quote matcher. Enter an entire document (minimum 50 characters), and Find Same will list web pages that contain any fragment of your document longer than a line of text (approximately). Your document is presented as a series of links. Click on one of them to see where the that text is matched. The side-by-side

feature allows you to view your document and a matching web page next to each other. Could be used to find a quote on the web, to check for plagiarism (!), or track the usage of a web document. Note that this is a demo which doesn't claim to be up to date.

Take A Peek at Ask Jeeves

[<http://www.askjeeves.com/docs/peek/>]

You can take a peek at the 20 most recent questions at Ask Jeeves. It's automatically updated every 30 seconds. Webmasters are using this and services like it (many major search engines now have a "voyeur" capability) to see what people are searching for and how they're searching. Useful information for us library-types, too!

REFERENCE SOURCES

Plumb Design Visual Thesaurus

[<http://www.plumbdesign.com/thesaurus/>]

"The Plumb Design Visual Thesaurus is an exploration of sense relationships within the English language. By clicking on words, you follow a thread of meaning, creating a spatial map of linguistic associations" [from the Plumb Design web site]. Every bit as "Wow!" as Web Brain.

Your Dictionary

[<http://www.yourdictionary.com/>]

Claims to "provide the world's most comprehensive, and authoritative portal for language, and language-related products and services on the world wide web. Your Dictionary has the widest and deepest set of dictionaries on the web (more than 1500 dictionaries representing more than 230 languages)." Sounds good, but

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New Online Resources

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OneLook [<http://www.onelook.com/>](http://www.onelook.com/) has another good idea: meta-searching (i.e., searching multiple dictionaries at the same time).

CITATION TOOLS

NoodleBib 2.0

[<http://www.noodletools.com/noodlebib/>]

NoodleBib 2.0 is a tool that will help create a bibliography properly formatted in MLA style. You can e-mail the bibliography, save it in Rich Text Format (RTF) for use in Word, or publish it to the Web.

Cite-Writer

[<http://www.cite-writer.com/>]

Cite-Writer is a bit easier to use than NoodleBib and will create MLA, APA, or Chicago style bibliographies. Four easy (unless you hate typing) steps and you'll have a bibliography e-mailed directly to you!

TOOLS

E-Quill

[<http://www.equill.com/>]

A (small) free download that installs in your browser so that you can mark up web pages and e-mail them to others. You can write with a pen, highlight text, and attach post-it type notes. It's a great way to share a web page with your own personal comments.

Google Toolbar

[<http://toolbar.google.com/>]

Install a Google search toolbar in your browser! Now you can use Google from anywhere without going to their web page. The toolbar allows you to perform the Google searches you're already familiar with, search only the site you're

visiting, and more.

--Brian Mikesell

Ed. Note: This is the first in a series of columns that will highlight useful online resources.

ACRL Crosses the Divide: Denver 2001

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change. Look for an upcoming special issue of Library Hi-Tech on accessibility of web-based information resources for people with disabilities, edited by Axel Schmetzke.

Another innovative and interesting program was a half-day workshop called "Develop Your Own Marketing Plan," which was led by Aline Soules from the University of Michigan Business School. Rather than focusing on promotion and advertising, as many participants expected, the workshop focused more on the planning and preparation necessary for a successful marketing program. Several important points: "everything is marketing," "marketing is everyone's responsibility," "go where your customers go," "keep it simple," and "repeat it often."

Michael Ray, whose invited paper was entitled "Shifting Sands: The Changing Jurisdiction of Librarians in Scholarly Communication," left his audience feeling as though there

were undreamed-of possibilities for librarians. He discussed the changing nature of librarians' roles, especially in relationship to other communities on our campuses, and gave us much to think about in taking advantage of the opportunities that are being created for our profession.

All in all, the combination of Colorado's inspiring landscape, informative and compelling presentations, and opportunities for collegial exchanges made this ACRL conference a unique experience. The energy generated in Denver will no doubt stimulate activity in all types and sizes of academic libraries over the next two years, at the end of which we can meet again at the eleventh national ACRL conference in Charlotte in 2003.

—Brian Mikesell



ALA ANNUAL CONFERENCE



ALA ANNUAL CONFERENCE

June 14-20, 2001

Moscone Center

San Francisco, California

Theme:

Libraries:
Cornerstone of Democracy

New Column: New Online Resources

In This Issue...

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